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ABSTRACT

An outline is presented of the objectives and content of courses offered for credit in high schools in South Carolina. Courses in the following subjects are described: (1) art; (2) drama; (3) driver education; (4) environmental education; (5) foreign language: French, German, Russian, Spanish; (6) health; (7) language arts; (8) mathematics; (9) music; (10) physical education; (11) science; and (12) social studies. (JD)

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Outline of High School Credit Courses

South Carolina Department of Education

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OUTLINE OF HIGH SCHOOL CREDIT COURSES

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May, 1984

INTRODUCTION

The outline of courses in this new revision of the Outline of High School Credit Courses can serve as a valuable resource for principals in planning curricular offerings and developing master schedules. Counselors will find this book valuable in assisting students with the planning of a high school program of study. Each outline will provide a reference point for teachers of a particular course. Subject area coordinators and department heads will find their courses clustered for curriculum planning in the various subjects.

Included are course offerings approved for secondary curriculum by the South Carolina State Board of Education as of June 30, 1984.* Basic Educational Data System (BEDS) codes are listed for each course as well as acceptable teacher certification codes in order to facilitate standardization and use of this publication. Subsequent action by either the South Carolina State Board of Education or the South Carolina General Assembly may require due notice and change.

A complete listing of secondary school course offerings may be obtained by referring to the listings included in the Outline of High School Credit Courses and the January 1984 publication, South Carolina Vocational Education Programs. Further information or assistance for curriculum planning may be requested from the Office of General Education or the Office of Vocational Education of the South Carolina Department of Education.

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*Courses marked with an asterisk (*) are pending State Board of Education approval of Defined Minimum Program changes under consideration.

Appreciation is expressed to Dr. Robert C. Fulmer, Secondary Unit Coordinator, Office of Accreditation, for his assistance in coordinating the course outlines with Defined Minimum Program requirements.

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ART

A planned program in art should be provided at all educational levels from kindergarten through high school. At each level, art experiences should be selected and organized with different emphases and different degrees of intensity and complexity to broaden understanding in all four aspects of the art subject: perceiving, performing, appreciating, and criticizing. For these aspects, certain common objectives of the school art program can be specifically stated, and certain basic experiences can be provided to help achieve them.

ONE: Development of Visual and Tactile Perception

Perception sensitizes students to the world about them. It enables them to see, feel, and comprehend form, color, and texture as well as subtleties in their daily experiences. Through the development of heightened perception, individuals come to value, use, and derive pleasure through the faculties of sight and touch. The ability to perceive is fundamental to art expression and appreciation.

TWO: Encouragement of Creative Art Expression

Purposeful visual expression is accomplished when the urge to communicate is linked with originality and with knowledge of the structure and language of art. Expression is cultivated through direct personal experiences with art media, and involves those skills that enable students to communicate ideas, images, symbols, spirit, and feelings in visual forms.

THREE: Study of Art Heritage

The study of art within cultural contexts develops a broad base of understanding artists and works of art and their evolution and function in both past and contemporary times. Knowledge of the artistic accomplishments of the world's great cultures enables the student to see the place of art in relation to those cultures and to grasp the relevance of the arts in the value structure of our own society.

FOUR: Development of Aesthetic Judgment

Aesthetic judgment involves the study of the visual, intellectual, and philosophical bases for understanding art and for making judgments about its form, content, technique, and purpose. Students' concern for their visual environment is enhanced as they learn to recognize, talk about, and work with the underlying structure of art. They also come to understand issues and to develop criteria for appraising visual forms and for forming personal preference and opinions.

ART I
BEDS Code: 486
Acceptable Certification Code: 50

I. COURSE OBJECTIVES

The study of the relationships of two- and three-dimensional visual forms, including the elements and principles of design. Students who have had two years of art at middle or junior high level should omit this course.

II. COURSE CONTENT

A. Two-dimensional design

1. Design elements
2. Design principles

B. Three-dimensional design

1. Design elements
2. Introductory three-dimensional media, i.e., clay, wire, wood, paper

C. Review of historical and aesthetic merits

1. Major artists, periods, styles of art
2. Criteria for aesthetic judgments

ART II, III, IV: ADVANCED COURSES
BEDS Codes: 487, 488, 489
Acceptable Certification Code: 50

I. COURSE OBJECTIVES

These are advanced courses for grade 10, 11, or 12 which may be elected after a student has completed Art I, and desires to participate in advanced art study. Since these will be highly specialized and individualized courses or units of study, they must be developed on a local basis within the limitations of available local resources.

The first section of each area should develop a foundation of exploration and experiences in the media before the student selects a particular medium for concentrated effort. The remainder of the instructional time should be devoted to building a strong background of knowledge and skill in the area of concentration.

II. COURSE CONTENT

A. Drawing

The process of producing work in a variety of wet or dry media, including, among others, pencil, pen, or brush and ink, crayon, chalk, or mixed media, usually monochromatic. Drawing experiences may emphasize a particular medium or specialized subject matter.

B. Painting

The process of producing work in a variety of media such as oils, water color, tempera, casein, synthetics, and mixed media. Painting experiences may emphasize a particular medium or specialized subject matter.

C. Photography and related media

The process of producing work in photographic and related media emphasizing, in addition to technical aspects, the artistic elements which distinguish this work from similar offerings in journalism, science, or vocational education. Specialized studies may be offered in still or motion pictures, television, and other electronic equipment.

D. Printmaking

The process of printmaking, including intaglio, relief, planographic, and stencil operations. Etching, engraving, lithography, wood and linoleum cuts, silk screen, calligraphy, and allied techniques are included in this category. These activities do not include industrial printing.

E. Sculpture

The conception and creation of expressive forms by means of modeling, forming, carving, and constructing. Media may include clay, wood, stone, metal, wax, plaster, synthetics, found objects, and others.

F. Crafts

Activities for pupils which are planned to emphasize the conception and production of "objects designed for use." Design quality and aesthetic and creative factors are emphasized. Consideration of function and technique, while important, is subordinated to these activities. Craft activities are designed under a variety of descriptive titles such as Metalwork and Jewelry, Pottery and Ceramics, Textiles.

1. Metalwork and jewelry

   Study and activities which involve the techniques of metalwork and jewelry such as brazing, soldering, forging, casting, finishing.

2. Pottery and ceramics

   Study of activities concerned with the forming, firing, glazing, and other finishing processes of ceramic ware. Clay composition and glaze chemistry may be taught.

3. Textiles

   Activities in which the central concern is weaving, printing, and creating new forms in fiber and other materials. The utilization of the product is not normally an important element.

4. Other crafts

Included here are other crafts which are emphasized for study: wood, leather, enameled metal, glass, and other materials.

G. Commercial design

Studies directed toward specific applications of design principles. Commercial design is organized and treated under a variety of titles such as Advertising and Graphic Design, Design for the Performing Arts, Fashion Design, Technical Design, and other commercial design.

1. Advertising and graphic design

The development of skills necessary in the preparation of visual material suitable for quantity reproduction. Lettering, typography, layout, and illustration are included. Negotiation, bidding, and cost estimating may also be taught.

2. Design for the performing arts

The study of design and production of sets, costumes, props, and other accouterments of the performing arts. Work with theatrical productions is essential.

3. Fashion design

The study and development of skills and processes involved in the design of apparel. Textile and clothing industries may be taught.

4. Environmental design

The development of environmental sensitivity and the application of principles of spatial and structural design to the problems of creating structural elements and to products that man creates to adapt, alter, and control his surroundings.

5. Architectural design

The study of organization and enclosure of space for functional and aesthetic purposes. The relationships of color, texture, volume, space, shape, and site are emphasized. Specialized sequences and related studies in engineering and technology may be taught.

6. Industrial and product design

The study of, with central emphasis on, the integration of aesthetic quality with industrial technology. The nature of materials and industrial processes, the functional characteristics of the product, consumer psychology, and rudimentary engineering skills are included in planning and design.

7. Interior design

   The planning of color, form, space, and textural elements for interiors, emphasizing aesthetic consideration. The selection and relationship of furniture, furnishings, communications, traffic, and utilities are also included. The close relationship to the architecture and landscape is implicit.

8. Landscape architecture

   The application of design principles to the functional and aesthetic problems of altering, adapting, and controlling the external environment. Supporting studies in related areas such as horticulture, civil engineering, finance, sociology, and social psychology are necessary.

9. Urban planning

   Study involving the planning and design of cities and towns, or portions thereof, emphasizing the integration of functional and aesthetic aspects of the urban environment.

ART APPRECIATION I (General)
BEDS Code: 490
Acceptable Certification Code: 50

I. COURSE OBJECTIVES

The study of the history and evolution of art forms and symbols and their relationship to other historical data, the study of major styles and movements in art, and the study of criteria for the judgment of visual art.

II. COURSE CONTENT

A. Vocabulary relating to art
B. Major figures and works in history of art
C. Styles and periods of art
D. Aesthetic quality of art
E. Criteria for aesthetic judgments
F. Judgments about aesthetic merit in art

ART APPRECIATION II, III, IV
BEDS Codes: 491, 492, 493
Acceptable Certification Code: 50

I. COURSE OBJECTIVES

If the school offers more than an introductory course in this area, there must be clear differentiation of content.

II. COURSE CONTENT

Specific periods of art may be isolated in specialized courses, e.g., Art of the Americas, Ancient Art, European Art, Modern Art.

***ADVANCED PLACEMENT: HISTORY OF ART**
BEDS Code: 476
Acceptable Certification Code: 50

***ADVANCED PLACEMENT: STUDIO ART: PORTFOLIO**
and
***ADVANCED PLACEMENT: STUDIO ART: DRAWING**
BEDS Code: 477
Acceptable Certification Code: 50

The complete outline for advanced placement may be obtained by writing:

The College Board
Southern Regional Office
17 Executive Park Drive, N.E., Suite 200
Atlanta, Georgia 30329

DRAMA

DRAMA I
BEDS Code: 506
Acceptable Certification Codes: 04, 57

I. COURSE OBJECTIVES

The first level serves as an introduction to the fundamentals of theater and its components--literature, production, and performance. The course should be structured to allow students to discover and draw on their abilities rather than presenting a body of content to be equally mastered. Proficiency in the various components is an outcome that varies with each child's potential, not a measure of success for all. Every child should be expected to succeed in the learning processes.

II. COURSE CONTENT

A. Theater literature

The body of literature written to be performed by actors within a technical setting for an audience. While this material is not studied in depth as in courses in History and Theater, in drama it should be presented with each play to show how the author's writing is a reflection of the sociopolitical or intellectual life of which he/she was a part.

B. Consumer dramatics

Viewing performances (film, television, radio, dance, and theater) and studying their components as a means of understanding the art and developing critical skills for its evaluation.

C. Theatrical production

A composite of many elements (scenic design, set construction, stage lighting, sound, costuming, makeup, stage management, and publicity). Stagecraft is studied in regard to the relationship between several basic elements of play production (set construction, set design, stage lighting) and the overall communication of the playwright's meaning to the audience.

D. Creative dramatics

The beginning experience in performance. Explanation of the vocal mechanism leads to vocal projection of exercises and speeches. Body movement is emphasized along with individual and group pantomime, creative dialogue, and improvised short plays.

E. Acting

Performing short scenes from established plays for an audience. Content and skills include body movement, vocal and physical development, emotional interpretation culminating in effective characterization.

F. Stage movement

The guidance of the student's movement on stage by applying the fundamental skills of movement, including classic techniques, improvisation, timed and creative techniques, fencing, stage combat, and pantomime. These techniques deal with tempo, beat, rhythm, body alignment, basic anatomical positions, development of spatial and angular awareness, body line and design, sequences, style and sketches, and choreographed tableaux.

G. Vocal techniques for the theater

The development of the student's voice as a tool for communication, with emphasis on problems of pronunciation, articulation, projection, and tone quality.

DRAMA II, III, IV
BEDS Codes: 507, 508, 509
Acceptable Certification Codes: 04, 57

I. COURSE OBJECTIVES

Advanced levels of Drama should lead students into greater depth in the four major aspects of theater--performance, production, aesthetics, and the literature/history of theater--through study of works and through creative experiences that explore new dimensions of theater not presented in earlier levels. Further, the advanced level courses should provide the opportunity to each student to develop much more in depth and breadth the special aspect(s) of theater for which he or she appears to have special aptitude.

II. COURSE CONTENT

A. Theater literature and history

In advanced levels, selected periods or playwrights are normally used as the focus rather than the broader overview given in an introductory course.

B. Criticism and theory

In advanced levels, more sophisticated and in-depth critical techniques are introduced.

C. Theatrical production as well as media production

Apply sound theatrical principles to appropriate production.

D. Stagecraft

In addition to basic stagecraft, more in-depth study of the application of casting, make-up, and theater management are introduced.

E. Acting

Performing short scenes from established plays for an audience. Content and skills include body movement, vocal and physical development, emotional interpretation culminating in effective characterization.

F. Creative dramatics

Continuing the use of improvisation to achieve particular effects or to improve particular skills and techniques.

G. Playwriting

Instruction in the development of plots, reported action, interesting characters, types of conflict, crises and climax leading to the writing of one or more one-act plays.

DRIVER EDUCATION

This course is designed for all eligible South Carolina high school students who are physically fit and of legal driving age. The driver education course shall be organized on a semester basis and shall include as a minimum 30 classroom hours of instruction, 6 hours of actual behind-the-wheel driving, and 6 hours of actual observation. Summer programs are permissible and recommended, but may not be substituted for the regular school year program.

DRIVER EDUCATION
BEDS Code: 804
Acceptable Certification Code: 63

I. COURSE OBJECTIVES

The central objective of high school driver education is to develop safer and more efficient highway users who understand the essential components of the highway transportation system and highway safety programs and who will participate in the system in a manner which will enhance its effectiveness.

II. COURSE CONTENT

A. Nature of the driving task

The student can describe and define the general nature of the driving task in our complex highway transportation system and the consequences of system failures.

B. Traffic rules for driver performance

The students are able to define traffic regulations and their requirements and recognize the various situations and conditions under which they apply.

C. Vehicle performance and control capabilities

The students can define and recognize, in a manner sufficient for safe and effective operation, the capabilities and limitations of motor vehicles under the various conditions to be found in the highway transportation system.

D. Habits and skills for vehicle operation and maneuvers

The students are able to identify and operate skillfully the vehicle control systems, safety devices, and accessories in accordance with given safe and efficient procedures; they can define and demonstrate the proper procedures and skills for routine maneuvers.

E. Perception of system events

The students are able to demonstrate the ability to observe and recognize, in an efficient and effective manner, the pertinent Highway Transportation System events and conditions for vehicle guidance along selected routes.

F. Judgment of system events

The students are able to judge given system events and conditions for the hazards and risks involved and determine the best available pathway to follow.

G. Decision-making for a plan of action

The students are able to determine an appropriate plan of action, including the strategies and tactics required to carry out the plan, for the various situations that are to be encountered under varying conditions and contingencies.

H. Driver condition and behavior

The students can determine a set of strategies for preventing certain psychophysiological factors or social forces from having an adverse effect on their driving proficiency.

I. Alcohol and other drugs

The students can demonstrate a knowledge of the concepts and generalizations which will enable them to make wise decisions in regard to the use of alcoholic beverages or other drugs any time they will be using the Highway Transportation System as a driver, passenger, or pedestrian.

J. Obedience and enforcement of traffic laws

The students are able to demonstrate an individual's shared legal and moral responsibilities when using the Highway Transportation System; they recognize the need for a system of just traffic law enforcement.

K. Post crash procedures and responsibilities

The students can define the duties and responsibilities of persons involved in or driving into a traffic accident situation.

L. Selection, inspection, and maintenance of safe vehicles

For the various vehicles used, the students can contrast the performance characteristics and optional equipment available in terms of safety, economy, and convenience; they can evaluate the performance or functioning of the various vehicle subsystems to determine the need for corrective maintenance or repairs.

ENVIRONMENTAL EDUCATION

ENVIRONMENTAL STUDIES
BEDS Code: 469
Acceptable Certification Codes: 12, 13, 14, 20, 30, 37

This interdisciplinary course is designed to enable students of South Carolina to acquire the knowledge, sense of responsibility, and appreciation needed to protect, enhance, and wisely manage the natural resources of the state and nation and to understand the global interrelationships. The course should be available to all students in grades 11 and/or 12 as an elective.

I. COURSE OBJECTIVES

The course should enable students to understand the components and interrelationships within a typical ecosystem, acquire the information necessary to understand and assure harmony between human systems and natural systems for the health and welfare of all creatures, and have opportunities for development of problem-solving and critical thinking skills, and their application through effective citizen participation.

II. COURSE CONTENT

A. Fundamentals of the environment, including ecological systems, their physical and biotic components, limiting factors, population dynamics, and interaction (food webs, cycles, major habitats, energy flow, and laws of thermodynamics).

B. How the environment affects people (to include the man-made as well as the natural environment).

1. Short- and long-term effects of environmental changes on people
2. Impact of ecosystem processes and changes on human history and cultures

C. Man's dependence on the ecosystem to satisfy biological, psychological, and sociological needs and desires.

1. Man as producer and consumer--regional utilization of resources and the economy
2. Renewable and nonrenewable resources
3. Health
4. Food and fiber
5. Shelter and designs for spaces
6. Recreation and leisure time
7. Energy

D. Effects of human behavior on the ecosystem.

1. Effects of differential aesthetic and ethical value systems
2. Effects of rate of consumption of energy and materials
3. Effects of land use and abuse
4. Effects of population dynamics
5. Effects of human products (waste disposal and recycling)

E. Interactions among humans and other ecosystem components, reciprocal relationships ranging from mutually beneficial to destructive (case studies to include pollution and human health as well as economic factors).

1. Air
2. Water
3. Land and soil
4. Energy--use and sources
5. Renewable and nonrenewable resources

6. Wildlife
7. Oceans and estuaries
8. Weather and geophysical changes

F. Man's responsibilities--methods for harmonizing human activities with ecosystem processes to achieve and maintain environmental quality, including a desirable quality of life for people. This includes education, technology, policies, monetary incentives, legislation and enforcement, civic and social institutions, governmental and political processes, industry and commerce, aesthetics, and values.

G. Questions and issues as they affect the quality of life for people (individual, local, state, federal, and international).

FOREIGN LANGUAGE

FRENCH (LEVELS I, II, III, IV)
BEDS Codes: 541, 542, 543, 544
Acceptable Certification Code: 05

RUSSIAN (LEVELS I, II, III, IV)
BEDS Codes: 557, 558, 559, 560
Acceptable Certification Code: 09

GERMAN (LEVELS I, II, III, IV)
BEDS Codes: 553, 554, 555, 556
Acceptable Certification Code: 08

SPANISH (LEVELS I, II, III, IV)
BEDS Codes: 549, 550, 551, 552
Acceptable Certification Code: 07

I. COURSE OBJECTIVES

The foreign language curriculum should provide the student each year with oral and written mastery of language objectives, both lexical and structural as well as with psychomotor, cognitive, and affective knowledge of the culture of the country whose language is being studied.

II. COURSE CONTENT

LEVEL I

A. General mastery for all languages will enable the student to:

1. Pronounce with reasonable accuracy the letter sounds, including their combinations within words, and imitate basic intonation patterns.

2. Recognize audibly those words and structures studied and reproduce them correctly in written form.

3. Understand audibly recombinations of the material studied and respond appropriately to them in original context.

4. Comprehend in written form recombinations of material studied.

5. Use in both oral and written form the material in appropriate, spontaneous situations.

B. Lexical objectives

Both lexical and structural objectives may be expected to vary somewhat according to the language, the textbook, and the district guidelines, but in general they will adhere to the following general outline. The student will master within defined limits vocabulary objectives in approximately 15-20 lexical areas that deal with common daily and conversational phenomena. Sample lexical objectives might be the ability to:

1. Identify relationships of the extended family and describe the general physical and personality traits of the immediate family.
2. Use correctly appropriate social formulae in common situations.
3. Order, adjust, and pay for three authentic breakfasts, midday meals, and suppers.
4. Describe major urban features of a typical city of the target language and negotiate basic transactions in a specified number of them.
5. Discuss the rudimentary mechanics of competitive sports and the principal specifics of at least one sport.

C. Structural objectives

In the performance of the lexical objectives, the student will correctly use identified grammar structures. Most Level I guidelines will include for all languages:

1. The present tense.
2. Definite articles.
3. Gender and adjective agreement. (Limited in German and Russian to higher frequency declensions.)
4. Some part of the pronominal system.
5. Declarative and interrogative syntax.
6. Nouns in the accusative function.
7. Possibly 1-2 additional tenses or moods, depending on the particular language.

D. Cultural objectives

The specific cultural areas will be in relation and response to the lexical areas, student interest, and special opportunities. The student will have had some experience in hands-on culture, and should be able to demonstrate basic knowledge about the contemporary target culture in the identified areas, and should demonstrate awareness and understanding of comparative and contrastive attitudinal differences between the target culture and his own.

LEVEL II

A. The same criteria for mastery would apply as in Level I.

B. Lexical objectives

The student should have expanded his ability to discuss some of the areas initiated during the first year. Based on the samples given above, possible expansion objectives might be the ability to:

1. Describe common personality and physical traits of most people.
2. Make appropriate social responses in awkward and angry situations.
3. Plan an authentic meal, purchase the necessary commodities, describe its preparation, and make gourmet comments on the quality of food served to him.

In addition, new lexical areas would have been mastered, such as being able to:

4. Discuss common illnesses, along with their symptoms and common cures.
5. Describe common functions of motor vehicles and articulate basic traffic laws.
6. By the end of Level II, the student should be able to read material of an appropriate degree of difficulty that does not correlate precisely to the materials studied.
7. By the end of Level II, the student will have had some limited experience in creative writing; the ability to write better prose in the target language will be expanded in Levels III and IV.

C. Structural objectives

At Level II these would include additional grammar areas but not the total grammar structure. At the end of Level II the student should be able to:

1. Express himself correctly in past, present, hypothetical, and future tenses.
2. Use the entire nominal and pronominal system.
3. Employ dependent constructions.

D. Cultural objectives

The student will have expanded his knowledge of contemporary culture through new psychomotor, cognitive, and affective learnings in areas that relate to lexicon, interest, and special opportunities.

LEVELS III, IV, V

A. General mastery

The core of curriculum for advanced level courses may include any or all of the following: Advanced Conversation, Commercial Language, Career-related Language, Drama, Contemporary Literature (short stories and novels), History, Literary Classics (suggested for Levels IV and V), and Student Aids. Within these possibilities, the student will continue to master lexical, structural, and cultural objectives which may be expected to vary according to the core curriculum, teacher design, and student interest. The student will continue to demonstrate mastery through his/her ability to comprehend, respond, and use in new situations the material in both written and oral performances.

B. Lexical objectives

The core curriculum will in large measure determine the nature of lexical areas. In addition, the student should be able to use effectively a standard dictionary to enhance individual growth in vocabulary.

C. Structural objectives

Structural areas to be mastered will include:

1. By the end of Level III the entire span of basic grammar.
2. By Level IV refined exceptions to basic grammatical structures including their grammatical labels.
3. At all levels systematic review of earlier material.
4. Some limited experience in an improved ability to write prose in the target language.

D. Cultural objectives

The student will have expanded his cultural knowledge in appropriate areas, including some original research on topics of particular interest. He should be able to read newspapers, magazines, and other appropriate material without item translation in order to do this research.

*ADVANCED PLACEMENT: FRENCH LANGUAGE FRENCH LITERATURE

BEDS Code: 537
Acceptable Certification Code: 05

The complete outline for advanced placement may be obtained by writing:

The College Board
Southern Regional Office
17 Executive Park Drive, N.E., Suite 200
Atlanta, Georgia 30329

*ADVANCED PLACEMENT: GERMAN LANGUAGE

BEDS Code: 539
Acceptable Certification Code: 08

The complete outline for advanced placement may be obtained by writing:

The College Board
Southern Regional Office
17 Executive Park Drive, N.E., Suite 200
Atlanta, Georgia 30329

*ADVANCED PLACEMENT: SPANISH LANGUAGE SPANISH LITERATURE

BEDS Code: 538
Acceptable Certification Code: 07

The complete outline for advanced placement may be obtained by writing:

The College Board
Southern Regional Office
17 Executive Park Drive, N.E., Suite 200
Atlanta, Georgia 30329

LATIN (LEVELS I, II, III, IV)

BEDS Codes: 545, 546, 547, 548
Acceptable Certification Code: 06

I. COURSE OBJECTIVES

Unlike modern foreign languages which focus on teaching the student how to use the language orally as well as in written form, classical language study emphasizes analysis of the language as a system and structure to be understood in written form. While many teachers use some oral and written student-produced work as a vehicle for learning, reading the classical language and understanding both the linguistic and cultural contributions of that language to our own language and culture are the primary outcomes of this course.

II. COURSE CONTENT

LEVEL I

A. Course content in the classical language will encompass in the first year more grammatical forms, e.g., noun declensions and verb conjugations, than would be appropriate for a modern foreign language. Typically, the first, second, and third declensions are studied in the first year, the principal parts of the verb, and four to five tenses in the indicative mood.

B. A much more extensive culture component than a modern foreign language course will be part of Latin I. Rome, its geography, artifacts, and historical highlights, including significant cultural symbols and attitudes, are included.

C. Ongoing reference should be taught to show how Latin words appear in and provide contextual or syntactical clues to modern English words.

LEVEL II

A. Remaining nouns, including vocative case, imperative and subjunctive moods, passive conjugation forms, the ablative absolute, and gerunds, are normally included as grammar content. However, subjunctive and passive may be held until the third year, depending on the overall balance of the course and the ability of students to master forms without undue confusion.

B. Simple readings about classical myths and heroes may be used. Some courses include Caesar's wars, with a significant emphasis on Roman generals, strategy, and famous battles.

C. Continuing information is included to broaden student's grasp of the Latin basis for much English vocabulary.

LEVELS III AND IV

A. Remaining grammatical aspects are taught, plus a continuous but not excessive review of earlier learnings.

B. Reading is a major focus in both third- and fourth-year Latin. Cicero and Pliny are frequent subject matter for third-year classes; the Aeneid and Ovid are commonly found in fourth-year books. However, the teacher will want to choose readings that address the interests and abilities of the students and that provide good content for discussions that broaden the student's understanding of the roots of western civilization.

***ADVANCED PLACEMENT: LATIN: VIRGIL**
LATIN: CATULLUS-HORACE
BEDS Code: 540
Acceptable Certification Code: 06

The complete outline for advanced placement may be obtained by writing:

The College Board
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HEALTH

HUMAN GROWTH AND DEVELOPMENT (GRADES 9-12)

BEDS Code: 479
Acceptable Certification Codes: 64, 65, 66, 67

I. COURSE OBJECTIVES

This course offers students an in-depth view of the stages of human growth and development from conception and birth, through infancy and childhood, into adolescence, maturity, and death.

II. COURSE CONTENT

Developmental tasks of adolescence

A. You and your family

1. Family structures and functions
2. Adolescent role in a family
3. Family communication

B. You and your friends

1. Self concept
2. Qualities of friendship
3. Choosing friends
4. Effective communication
5. Dealing with peer pressure

C. Anatomy and physiology

1. Male reproductive system
2. Female reproductive system
3. Sexual decision making
4. Birth control
5. Sexually transmitted diseases

D. Pregnancy and childbirth

1. Teen pregnancy
2. Adolescent risk factors in pregnancy
3. Health care during pregnancy
4. Prenatal development
5. Childbirth
6. Emotional health
    a. Adolescent
    b. Infant

E. Parenting

1. Physical needs of infants and children
2. Emotional and social needs of infants and children
3. Educational needs of infants and children
4. Discipline
5. Needs of parents versus needs of children

F. Community resources

1. Identification of local resources and services
2. Access to local resources
3. Eligibility for aid from local resources

G. Other concerns

1. Legal issues
2. Domestic violence

PERSONAL HEALTH AND SAFETY (GRADE 9 OR 10)

BEDS Code: 481
Acceptable Certification Codes: 12, 13, 64, 65, 66, 67

I. COURSE OBJECTIVES

This course is designed for all students in grade 9 or 10 as essential instruction to aid them in understanding their growth and development in adolescence and to develop decision-making skills to make intelligent choices toward a more abundant life. Emphasis should be on student involvement, building on their store of factual health information, and decision-making skills that reflect responsibility for personal health. The course should be progressive, with the learning being an increment on the earlier experiences. Critical areas in health should be handled as these present a problem to the individuals. The course should be flexible to permit the presentation of current and authentic information and to challenge the students constantly to make judgments based on objective data for a more abundant life.

II. COURSE CONTENT

Health Now

A. Why we have health education

1. What is "health"
2. Heredity + environment = you
3. Choices for a healthy environment

B. Communication

1. Nonverbal communication
2. Listening to hear
3. Obstacles to effective communication
4. Control techniques
5. Honesty in beliefs/compromise

C. Stress and mental health

1. What is stress?
2. Harmful effects of stress
3. Coping with stress
4. Self concept
5. Depression and other serious problems
6. Suicide

D. Physical fitness

1. Health vs. motor fitness
2. Effects and values of fitness
3. Aerobics
4. Consumer gimmicks
5. Recreation for life

E. Nutrition

1. Identifying what you eat
2. Weight control
3. Diets and dangers
4. Extreme eating patterns
5. The "real" health foods
6. Getting quality for your money

F. Sexuality

1. Teenagers today
2. Responsibility in sexuality
3. Anatomy and physiology
4. Pregnancy and childbirth
5. Sexually transmitted diseases

G. Relationships

1. Identifying love
2. Marriage and other lifestyles
3. Intimacy in relationships
4. Parent-child relationships
5. Divorce
6. Violence in families
7. Repairing and maintaining bonds

H. Drugs

1. Use vs. abuse
2. Substances of abuse
3. Social pressures
4. Types of treatment
5. Agencies for help

I. Aging

1. America's new population boom
2. Problems of the elderly--physical, social, financial
3. Family--coping with the changes
4. Geriatric care
5. Living a quality life

J. Death

1. The natural phenomenon
2. Acceptance by the living
3. Ceremonial customs
4. Controversial issues--euthanasia, cryogenics

K. Medicine

1. Preventing and treating disease
2. Communicable diseases
3. Lifestyle diseases--heart, respiratory, cancer
4. Professionals
5. Handicaps
    a. Mental conditions
    b. Physical disorders
    c. Steps to being a complete person

L. Careers in health

1. Education
2. Services
3. Treatment

M. Your contribution to a healthy world

COMMUNITY HEALTH AND SAFETY (GRADE 11 OR 12)

BEDS Code: 482
Acceptable Certification Codes: 12, 13, 64, 65, 66, 67

I. COURSE OBJECTIVES

This course is designed for all students in grade 11 or 12 as essential instruction to aid them in understanding factors which influence family health and responsibilities for protecting health of the family and the community. It is also designed to aid the class in assessing community health needs and in the wise use of reliable resources.

II. COURSE CONTENT

A. Family health

1. Preparation for marriage and parenthood
2. Identifying desirable characteristics for close relationships
3. Influences of dating and courtship on marriage
4. Recognizing factors in a successful marriage--religion, money, physical adjustments, friends, relatives and children
5. Choosing a marriage partner
6. Responsibilities of parenthood
7. Family relationships influencing physical, mental, and social health of family members
8. Methods of preventing and controlling diseases among family members
9. Emergency care
10. Selecting the family physician, dentist, and other needed medical specialists
11. Medical financing and health insurance for family members
12. Health services available from government and voluntary health agencies

B. Environmental health

1. Air pollution
2. Water pollution
3. Noise pollution
4. Radiation pollution
5. World resources and world population

C. Consumer health

1. Criteria for evaluating health information
2. Advertising, fraudulent practices, quackery, and other misconceptions
3. Criteria for selection of health care providers
4. Self-care

D. Infectious and noninfectious diseases

1. Types and causes of infectious diseases
2. Infectious disease process
3. Body defenses
4. Types and causes of noninfectious diseases
5. Control of diseases

E. Safety, first aid, and emergency care

1. Personal safety and individual responsibility
2. Automobile accidents
3. Motorcycle accidents
4. Bicycle accidents
5. Emergency care
    a. Breathing, bleeding, and choking
    b. Medical help
6. First aid
    a. Shock
    b. Poison
    c. Dislocations, sprains, fractures
    d. Burns
    e. Exposure to heat or cold
    f. Snakebite
    g. Other concerns

F. Problems in health

1. Current personal and community health problems
2. Solutions to current problems

LANGUAGE ARTS

The language arts are defined as the skills of reading, writing, listening, and speaking. These skills involve receptive activities (reading and listening) and expressive activities (writing and speaking) and are directly related to thinking. These four aspects of language arts are interrelated and should be taught and practiced in an interrelated manner at every grade level.

It is important that these four aspects of language arts skills be used to reinforce each other. In this process of reinforcement, students explore a wide range of reading interests, get involved in a variety of related learning activities, and thereby develop a firmer grasp of all of the necessary language competencies.

ENGLISH I: COLLEGE PREPARATORY
BEDS Code: 401
Acceptable Certification Code: 04

I. COURSE OBJECTIVES

This level emphasizes composition and the in-depth study of many literary works. It is designed for college-bound students, with instruction in language, composition, and literature closely interrelated in each course. The complete spectrum of language study (grammar, usage, semantics, dialects, history of the language, etc.) should be included. Especially in the upper grades, students should be directed occasionally toward independent study.

II. COURSE CONTENT

Language

A. A capstone coverage of grammar (primarily syntax) employing traditional, structural, and transformational concepts and emphasizing the writing of sentences.

B. Instruction in modifications of the standard American dialect to fit certain social situations.

C. Introduction to language study--nonverbal languages, kinesics, words as symbols, metaphors, etc.

Oral and written composition

D. Opportunity for listening and speaking experiences that tie language to composition and literature (role-playing, discussion, and spontaneous monologuing).

E. Instruction in sophisticated punctuation and provision for individual instruction in spelling, as needed.

F. Continued instruction in the writing of paragraphs--development, unity, continuity, proportion, etc.

G. Instruction in the writing of expository compositions of three paragraphs and opportunity for imaginative writing.

Reading and literature

H. Instruction in the effective use of the library.

I. Developmental reading.

J. Study of folk and mythological literature.

K. Instruction in an awareness of subject, form, and purpose in literature.

L. Reading and discussion of several novels, stories, plays, poems, and works of nonfiction organized around such themes as humor, adventure, courage, rebellion, etc.

ENGLISH II: COLLEGE PREPARATORY
BEDS Code: 402
Acceptable Certification Code: 04

Language

A. Instruction in syntax only as composition problems require it (especially regarding reference errors, dangling modifiers, faulty parallelism, etc.).

B. Incidental instruction in the standard American dialect as a social instrument to be adjusted to meet certain situations.

C. Study of basic principles of semantics--words as symbols, agreement over meanings, levels of abstraction.

D. Concentrated study of lexicography.

Oral and written composition

E. Opportunity for listening and speaking experiences that tie language to composition and literature (role-playing, discussion, and monologuing--spontaneous and prepared).

F. Instruction in how to write concisely and precisely.

G. Instruction in the mechanics of writing only as needed.

H. Instruction in the writing of paragraphs with emphasis on transitions, paragraphs with implied topic sentences, paragraphs developed by more than one means, variety, etc.

I. Instruction in the writing of expository compositions of three and five paragraphs; opportunity for imaginative writing.

Reading and literature

J. Developmental reading.

K. Instruction in some techniques of the in-depth reading of literature--the principles of plot, characterization, mood, point of view, imagery, etc.

L. Introduction to some of the universal themes of world literature (heroism, social concern, justice, self-identity, love, man's darker spirit) through the reading and discussion of several novels, stories, plays, poems, and works of nonfiction.

M. Study of the four literary modes--romance, comedy, tragedy, and irony.

ENGLISH III: COLLEGE PREPARATORY
BEDS Code: 403
Acceptable Certification Code: 04

Language

A. Concentrated study of the regional dialects of America.

B. Instruction in how language shapes thinking, with emphasis on critical versus uncritical thinking.

C. Study of etymology.

Oral and written composition

D. Opportunity for listening and speaking experiences that tie language to composition and literature (discussion and monologuing).

E. Study of and instruction in the principles of style in composition.

F. Further instruction in some sophisticated techniques of sentence composition--parallelism, effective variety, active versus passive voice, acceptable fragments, etc.

G. Renewed instruction in the principles of organization of expository and argumentive essays and in the formulation and development of a thesis statement.

H. Instruction in the writing of expository and argumentative compositions, and in writing the precis.

Reading and literature

I. Developmental reading.

J. Discreet instruction in such literary techniques as tone, rhythm, structure, imagery, metaphor, symbol, irony, and purpose.

K. Introduction to some basic themes of literature as modified by the American culture (such as American idealism, the American desire for success, social concern in America, the American quest for meaning, etc.) through the reading and discussion of several novels, plays, stories, poems, and works of nonfiction.

L. Opportunity for independent study of literature.

ENGLISH IV: COLLEGE PREPARATORY
BEDS Code: 404
Acceptable Certification Code: 04

Language

A. Study of the history of the English language.

B. Opportunity for independent study of language--grammar, dialectology, lexicography, semantics, etc.

Oral and written composition

C. Opportunity for listening and speaking experiences that tie language to composition and literature (discussion, monologuing, play writing, and performing).

D. Instruction in modern rhetoric--writing with an awareness of purpose, audience, and medium.

E. Instruction in the techniques of writing persuasively.

F. Further instruction in the process of organizing and developing an essay of five paragraphs or more.

G. Instruction in writing more sophisticated compositions--the essay of criticism, themes developed by analogy, etc.

H. Instruction in the techniques of research.

Reading and literature

I. Developmental reading.

J. Concentrated study of Greek and Roman mythology.

K. In-depth study and discussion of various literary genres as works of art, especially the novel, lyric poetry, the epic, myths, tragedy, and satire.

L. Continued careful study of literary techniques that facilitate the in-depth study of literature.

M. Opportunity for independent study of literature.

ENGLISH V: COLLEGE PREPARATORY
ADVANCED COMPOSITION
BEDS Code: 405
Acceptable Certification Code: 04

I. COURSE OBJECTIVES

This course is designed as an elective for able, college-bound seniors who desire concentrated instruction and practice in writing clear and effective prose, with instruction related to models of excellence in literature. This course may be offered for one or two semesters.

II. COURSE CONTENT

A. Classification of writing

1. Instruction in the different types of discourse (including blends of more than one), with emphasis on expository and argumentative writing.

2. Instruction in specific forms of writing--the precis, the research paper, the familiar essay, etc.

B. Larger structures

1. Instruction in the process of organizing and developing essays, including formulation of thesis and organization into beginning, middle, and end.

2. Instruction in effective paragraphing, including development, unity, proportion, transitions, etc.

C. Smaller structures

1. Study of the elements of style, including conciseness, parallelism, appropriateness, consistency, variety, etc.

2. Study of effective diction.

3. Instruction in punctuation and in how punctuation rules can be altered for effect.

D. Rhetoric

1. Study of the techniques of effective and persuasive writing.

2. Study of the complex relationship of the writer to his purpose, audience, and subject.

3. Study of the inherent relationship between critical thinking and composing.

E. Oral and written composition

1. Opportunity for listening and speaking experiences that tie language to composition and literature (discussion, monologuing, play writing, and performing).

2. Instruction in speaking the standard American dialect, in spelling, and in punctuating, as needed.

3. Study of some relatively sophisticated techniques of sentence composition, such as parallelism, effective variety, active versus passive voice, acceptable fragments, loose and periodic sentences, etc.

4. Introduction to the principles of modern rhetoric—writing with an awareness of purpose, audience, and subject.

5. Instruction in the techniques of research.

6. Instruction in the writing of argumentive compositions of five paragraphs and in the techniques of persuasion.

F. Reading and literature

1. Appropriate reading instruction.

2. Introduction to (or further study of) such literary elements and techniques as rhythm, structure, imagery, metaphor, symbol, irony, point of view, etc.

3. Reading and discussion of selected relevant examples of literary genres, especially the novel, tragedy, satire, epic, and lyric poetry; the study of each genre as an art form.

*ADVANCED PLACEMENT ENGLISH: LANGUAGE AND COMPOSITION LITERATURE AND COMPOSITION

BEDS Code: 418
Acceptable Certification Code: 04

The complete outline for advanced placement may be obtained by writing:

The College Board
Southern Regional Office
17 Executive Park Drive, N.E., Suite 200
Atlanta, Georgia 30329

GENERAL LANGUAGE ARTS

ENGLISH I: GENERAL LANGUAGE ARTS

BEDS Code: 401
Acceptable Certification Code: 04

I. COURSE OBJECTIVES

This level, intended for students with average verbal ability who may or may not attend college, should provide the skills and concepts of a general language arts program, with instruction in language, composition, and literature closely interwoven. Language study should include grammar and usage, with emphasis on the latter, as well as semantics, lexicography, dialectology, and the history of English.

Students should compose frequently, with instruction focusing on clarity, organization, purpose, and, of course, content. Literature should be always enjoyed and often studied in depth; emphasis should be placed on the significance of recurring themes and on interpretation based on statements verifiable in the works themselves.

II. COURSE CONTENT

Language

A. A capstone coverage of grammar (primarily syntax) using traditional, structural, and transformational concepts, and emphasizing the synthesis of words and phrases into sentences that are structurally sound.

B. Study of and oral pattern practice with the standard American dialect, emphasizing appropriate patterns in the usage of tense, case forms, agreement, and modifiers.

C. Study of dialects as regional and social variations of language.

Oral and written composition

D. Opportunity for listening and speaking experiences that tie language to composition and literature (choral reading, role-playing, small group discussion, monologuing).

E. Instruction in spelling (rules taught inductively) and in the significant marks of punctuation.

F. Study of the paragraph as a general statement supported by more specific statements.

G. Instruction and practice in functional composition, particularly directions, explanations, and friendly letters.

H. Opportunity for imaginative composition.

Reading and literature

I. Instruction in the effective use of the library.

J. Appropriate reading instruction--corrective and/or developmental.

K. Study of folk and mythological literature.

L. Reading and discussion of novels, plays, poems, stories, and nonfiction organized around such themes as humor, adventure, courage, rebellion, and decisions; study of conflict, setting, and characterization in the literature.

ENGLISH II: GENERAL LANGUAGE ARTS
BEDS Code: 402
Acceptable Certification Code: 04

Language

A. Instruction in syntax only as composition problems require it (especially regarding reference errors, dangling modifiers, faulty parallelism, etc.).

B. Instruction in the standard American dialect (including pattern practice, if needed) with emphasis on adjusting one's dialect to fit different social situations.

C. Concentrated study of lexicography.

D. Introduction to language study beyond grammar and usage--nonverbal languages, kinesics, words as symbols, metaphors, etc.

Oral and written composition

E. Opportunity for listening and speaking experiences that tie language to composition and literature (role-playing, discussion, and monologuing--spontaneous and prepared).

F. Instruction in the mechanics of writing, as needed.

G. Instruction in the writing of paragraphs--unity, development, continuity, proportion, etc.

H. Instruction and practice in the writing of specific kinds of letters, reports, and expository compositions of three paragraphs.

I. Opportunity for imaginative composition.

Reading and literature

J. Appropriate reading instruction--corrective and/or developmental.

K. Instruction in an awareness of subject, form, and purpose in literature.

L. Study of selected novels, stories, plays, poetry, and nonfiction organized around universal literary themes, such as heroism, success, justice, survival, social concern, self-identify, and love.

ENGLISH III: GENERAL LANGUAGE ARTS
BEDS Code: 403
Acceptable Certification Code: 04

Language

A. Instruction in the standard American dialect as needed, emphasizing those problems likely to cause social rejection for the speaker.

B. Study of the regional dialects of America.

C. Introduction to the basic principles of semantics--words as symbols, agreement and disagreement over meaning, levels of abstraction, connotation versus denotation, etc.

Oral and written composition

D. Opportunity for listening and speaking experiences that tie language to composition and literature (discussion and monologuing).

E. Instruction in writing with clarity and conciseness.

F. Instruction in the writing of paragraphs with emphasis on transition, paragraphs with implied topic sentences, paragraphs developed by more than one means, variety, etc.

G. Instruction in the writing of expository and argumentative compositions of three and five paragraphs and in their organization around a thesis statement.

H. Frequent opportunity for imaginative composition.

Reading and literature

I. Appropriate instruction in reading.

J. Discreet instruction in certain literary elements and techniques--plot, characterization, setting, imagery, and point of view.

K. Reading and discussion of selected novels, stories, plays, poetry, and nonfiction organized around certain themes of literature as modified by the American idealism and optimism, social concern in America, the desire for success, the American quest for meaning, etc.

ENGLISH IV: GENERAL LANGUAGE ARTS
BEDS Code: 404
Acceptable Certification Code: 04

Language

A. Concentrated study of the history of the English language.

B. Instruction in how language shapes thinking, with emphasis on critical versus uncritical thinking (false generalizations, stereotypes, propaganda, facts versus judgments, etc.).

Oral and written composition

C. Opportunity for listening and speaking experiences that tie language to composition and literature (discussions, monologuing, play writing, and performing).

D. Instruction in speaking the standard American dialect, in spelling, and in punctuating, as needed.

E. Study of some relatively sophisticated techniques of sentence composition, such as parallelism, effective variety, active versus passive voice, acceptable fragments, loose and periodic sentences, etc.

F. Introduction to the principles of modern rhetoric—writing with an awareness of purpose, audience, and subject.

G. Instruction in the techniques of research.

H. Instruction in the writing of argumentative compositions of five paragraphs and in the techniques of persuasion.

Reading and literature

I. Appropriate reading instruction.

J. Introduction to (or further study of) such literary elements and techniques as rhythm, structure, imagery, metaphor, symbol, irony, point of view, etc.

K. Reading and discussion of selected relevant examples of literary genres, especially the novel, tragedy, satire, myth, epic, and lyric poetry; the study of each genre as an art form.

ENGLISH V: GENERAL ADVANCED COMPOSITION/CREATIVE WRITING

BEDS Code: 405
Acceptable Certification Code: 04

I. COURSE OBJECTIVES

This course is designed as an elective for general students who wish to learn to develop the ability to express themselves in imaginative and more creative forms of writing. The course may be offered for one or two semesters.

II. COURSE CONTENT

A. Instruction and practice in the use of the writing process.

B. Instruction in identifying and responding to purpose, topic, and audience.

C. Instruction in effective self-expression and in writing about one's own experiences as well as those of others.

D. Instruction and practice in keeping a journal.

E. Instruction in the different types of discourse, including blends of more than one.

F. Instruction and practice in using the five senses to create images.

G. Instruction and practice in writing varied creative forms: poetry, fiction, drama, the creative essay, etc.

H. Instruction in developing flexibility, style, voice, skill in using figurative language, etc.

I. Instruction in using sentence combining as one technique for improving writing and practice.

J. Instruction in effective paragraphing, including development, unity, proportion, transitions, etc.

K. Opportunity for listening and speaking experiences that tie language to composition and literature (discussion, monologuing, play writing, etc.)

L. Instruction in speaking the standard American dialect, in spelling, and in punctuating, as needed.

M. Study of some relatively sophisticated techniques of sentence composition, such as parallelism, effective variety, active versus passive voice, acceptable fragments, loose and periodic sentences, etc.

N. Introduction to (or further study of) such literary elements and techniques as rhythm, structure, imagery, metaphor, symbol, irony, point of view, etc.

SPEECH
BEDS Code: 407
Acceptable Certification Codes: 04, 57

I. COURSE OBJECTIVES

This course is designed as an elective in grades 11-12 for any general or college-bound student with at least a minimum degree of verbal proficiency who wishes to improve his/her competency in speaking and in the related skills of listening, composing, and reasoning. It may be a semester or full-year course (for ½ or one unit of credit). The last two or three items in the following outline would be more likely included in a full-year course rather than a semester course.

II. COURSE CONTENT

A. Introduction to the historical significance and social relevance of speech and discussion in our society.

B. Instruction in the theory, required attitudes, and skills of effective group discussion.

C. Instruction in the fundamentals of oral interpretation and Readers' Theatre.

D. Introduction to informative and persuasive speaking.

E. Instruction in the composition and organization of speeches, including the following:

1. Selection of subject
2. Consideration of audience
3. Techniques of research
4. Clear and effective organization

F. Instruction in effective presentation, including the following:

1. Kinesics (gestures, expressions, eye contact, etc.)
2. Voice and diction, including articulation, syntax, rate, phrasing and emphasis, and pronunciation.

G. Instruction in critical thinking and listening, including techniques of persuasion, means of detecting propaganda and fallacies, etc., and their significance in our society.

H. Introduction to the fundamentals of parliamentary procedure.

I. Introduction to the fundamentals of drama and radio and television and their dependence upon effective speech.

J. Introduction to formal debate.

JOURNALISM
BEDS Code: 408
Acceptable Certification Code: 04

I. COURSE OBJECTIVES

This course is designed as an elective in grades 10-12 for able general or college-bound students who desire an opportunity to gain competence in journalism, and who wish to work on the school newspaper or yearbook. It may be a semester for a half credit or a full-year course for one unit of credit.

II. COURSE CONTENT

A. An introduction to the role of journalism in American society, including its history and the concept of freedom of the press.

B. Study of the responsibility of journalism in our system of mass communications.

C. Instruction in understanding the unique content of news and its sources.

D. Introduction to the skills of newswriting, including gathering information, interviewing, writing the lead, and organizing the article.

E. Instruction in finding subjects for and in writing the following: feature stories, editorials, and columns.

F. Instruction in writing clearly and concisely, along with an introduction to journalistic styles.

G. Instruction in such diverse techniques as headline writing, proofreading, and page makeup.

H. Introduction to the production of the school newspaper and/or the yearbook, including layout and design.

I. Introduction to the financing of school publications, including advertising.

(Items H and I have reference to course content areas within journalism classes since actual production of newspapers, yearbooks, etc., must be considered extracurricular activities.)

DEVELOPMENTAL READING

BEDS Code: 409

Acceptable Certification Codes: 01, 04*, 80, 81, 82, 83, 1A

I. COURSE OBJECTIVES

This course is designed for average or better students in grades 9-12 who need to refine or extend their reading skills, tastes, and interests. One-half unit of credit will be offered for this one-semester course.

II. COURSE CONTENT

A. An appraisal of reading skills--vocabulary, word recognition, comprehension, rate, and study techniques.

B. A study of word recognition skills (structural analysis, context).

C. An emphasis on vocabulary development.

D. The refinement of literal, inferential, critical, and creative comprehension and thinking skills.

E. The improvement of rate of comprehension and flexibility--rapid and elaborate reading, skimming, and scanning.

F. The development and refinement of study habits and skills.

G. The development of functional reading-study skills applicable to reading content area materials.

H. The development of personal and lifetime reading habits through personal reading and extended interests and refined tastes.

I. All skills should be taught from multilevel materials ranging from average to more challenging reading matter, and from content area subject books.

*English (04) certification is acceptable providing that the teacher has earned a minimum of three hours in the teaching of reading.

REMEDIAL LANGUAGE ARTS

REMEDIAL ENGLISH I
BEDS Code: 412
Acceptable Certification Code: 04

I. COURSE OBJECTIVES

This level, oriented largely toward basic skills of communication and areas of student interest, is intended for students with low verbal ability and little aptitude for college. Grammar usage should be taught functionally with emphasis on oral language activity and by some study of dialects and semantics. Composition should be mostly practical, although students should have the opportunity to write imaginatively in unstructured situations. Reading skills should be stressed with literature chosen primarily for its appeal and relevance. The three general components--language, composition, and literature--should be interrelated and taught together.

II. COURSE CONTENT

Language

A. Brief, simplified study of the relevance of grammar to composition, emphasizing the synthesis of words and phrases into sentences.

B. Study of dialects as social and regional variations of language.

C. Instruction in the standard American dialect--the need for learning it and pattern drills on pronunciation and grammatical difference.

Oral and written composition

D. Opportunity for speaking and listening experiences that tie language to composition and literature (choral reading, role-playing, small group discussion).

E. Instruction in the composition of sentences that are clear and structurally sound.

F. Instruction in spelling (rules taught inductively) and in punctuation (commas and quotation marks especially).

G. Instruction and practice in functional composition--friendly letters, business letters, explanations, and directions.

H. Frequent opportunity for imaginative composition (sketches, narratives, a journal, etc.) with reduced emphasis on corrections.

Reading and literature

I. Study of the effective use of the library.

J. Appropriate reading instruction--corrective and/or developmental.

K. Study of folk and mythological literature.

REMEDIAL ENGLISH II
BEDS Code: 413
Acceptable Certification Code: 04

Language

A. Oral pattern practice emphasizing appropriate forms in the usage of tense, case, agreement, and modifiers.

B. Instruction in the purpose and use of the dictionary.

C. Introduction to various appealing aspects of language study--nonverbal language, gestures, words as symbols, metaphor, etymology, language change, etc.

Oral and written composition

D. Opportunity for speaking and listening experiences that tie language to composition and literature (role-playing, choral reading, small group discussion, monologuing).

E. Study of the concept of the paragraph as a general statement supported by more specific statements.

F. Instruction and practice in functional composition, particularly explanations and business letters.

G. Continued opportunity for imaginative composition, with reduced emphasis on corrections.

Reading and literature

H. Appropriate reading instruction--corrective and/or developmental.

I. Study of contemporary periodicals, including newspapers, magazines of various types, and so forth.

J. Reading and discussion of selected relevant novels, plays, poems, stories, and nonfiction (largely high-interest, low-vocabulary material) organized around universal themes, such as courage, social concern, justice, survival, and self-identity.

K. Reading and discussion of selected novels, plays, stories, poems, and nonfiction (high-interest, low-vocabulary material of quality) organized around certain themes, such as adjustment to change, enduring hardships, contemporary heroes, decisions, etc.

REMEDIAL ENGLISH III
BEDS Code: 414
Acceptable Certification Code: 04

Language

A. Oral pattern practice with the standard American dialect, emphasizing those problems of tense, case, agreement, modification, pronunciation, and vocabulary most likely to cause social rejection for the speaker.

B. Study of various regional dialects of America.

C. Study of some basic principles of semantics--words as symbols, agreement and disagreement over meanings, connotations, etc.

Oral and written composition

D. Fusion of language with composition and literature through many speaking and listening experiences, especially dramatic improvisations of literature read, monologuing (spontaneous and prepared), and discussion.

E. Instruction in writing sentences and paragraphs that are clear and smooth.

F. Instruction and practice in functional composition, especially letters of complaint, letters of inquiry, letters ordering certain items, job applications, explanations, and resumes.

G. Opportunity for imaginative composition.

Reading and literature

H. Appropriate reading instruction--corrective and/or developmental.

I. Conscious study of how literature can often reveal and inform as well as entertain.

J. Reading and discussion of selected relevant works of literature that reflect upon the recurring themes of the American culture--idealism, optimism, social concern, the desire for success, etc.

REMEDIAL ENGLISH IV
BEDS Code: 415
Acceptable Certification Code: 04

Language

A. Oral practice in using the standard American dialect, especially in simulated situations involving role-playing, such as job interviews, relationships with supervisors at work, etc.

B. Concentrated instruction in adjusting one's dialect to meet different situations.

C. Instruction in how language shapes thinking, with emphasis on critical versus uncritical thinking (false generalizations, stereotypes, propaganda, fact versus judgment, etc.).

Oral and written composition

D. Opportunity for functional and imaginative composition.

E. Continued emphasis on writing clearly and smoothly, using sentences that are varied and structurally sound.

F. Introduction to some basic concepts of rhetoric--writing for a specific purpose to a specific audience (to the employer for a raise, to a store in complaint of poor service, etc.).

Reading and literature

G. Appropriate instruction in reading--corrective and/or developmental.

H. Study of how continued experience with literature can help the reader to understand himself, others, and his environment.

I. Instruction in the basic qualities of good fiction, motion pictures, and television programs--appropriateness of purpose, reality and originality of plot, honesty of characterization, etc., through frequent experience with class discussion of these media.

REMEDIAL READING

BEDS Code: 410
Acceptable Certification Codes: 01, 04*, 80, 81, 82, 83, 1A

I. COURSE OBJECTIVES

This course is designed for the poor reader and underachiever whose reading skills measure two or more years below his grade placement. It is not intended for the student whose capacity is limited or who has severe psychological disabilities. For motivating learning and improving skills, the class size should be limited to permit individualized instruction. A comprehensive diagnosis of a student's reading levels and skills needs is suggested. One unit of credit will be offered for this two-semester course. A broad scope of content should be included to provide for successive remedial reading courses.

II. COURSE CONTENT

A. An individual diagnosis of reading levels, skills, and interests, vision and hearing, with a continuing assessment of progress throughout the course.

B. The development of oral language skills, listening comprehension, and critical thinking skills.

*English (04) certification is acceptable providing that the teacher has earned a minimum of three hours in the teaching of reading.

C. The development of skills in word recognition—sight vocabulary, context clues, structural analysis, with an emphasis on word meaning.

D. The development of comprehension skills, such as reading to locate details and main ideas, to make inferences and to use appropriate analysis of literature skills.

E. The development and improvement of study skills, such as selecting appropriate reference sources and locating information, using parts of books, using reference materials (e.g., the dictionary), outlining, summarizing, and notetaking.

F. The expansion of reading interests and the development of lifetime reading habits.

G. The development of reading-study skills applicable to reading materials in the content subjects.

H. The provision for a variety of opportunities to write including the four types of writing (narrative, descriptive, expository, persuasive).

I. Materials used to improve reading ability and broaden interests should be multilevel, high in interest, low in vocabulary, and varied enough to appeal to young people.

MATHEMATICS

The following outlines of mathematics courses list the topics considered necessary for a minimum course in each subject area. Schools exceeding minimum expectations may find that topics listed for one course have been presented satisfactorily in a previous course. In such cases, schools should not feel compelled to repeat the topic.

The outlines are purposely general to allow for differences with respect to depth of study of each topic and differences in the order in which topics are presented. No attempt is made to list under any one subject area the topics from previous courses which may need review, since this would obviously vary from school to school. However, the omission of review topics from the outlines should not be interpreted as a suggestion that review is inappropriate.

ALGEBRA I

BEDS Code: 425

Acceptable Certification Code: 10

I. COURSE OBJECTIVES

This course is designed to offer elementary algebra content to students preparing for academic or technical college experiences and others desiring a formal background in mathematics. As a ninth-grade course, it is intended for motivated students of average mathematical abilities and for students with above-average capabilities.

II. COURSE CONTENT

A. Fundamental operations and properties of the set of real numbers

B. Ratios and proportions

C. Polynomials

1. Fundamental operations
2. Factorization over the set of rational numbers

D. Relations and functions

E. First degree open sentences

1. Equalities and inequalities with one or two variables
2. Graphs (to include slope and axis-intercepts of linear equations)

F. Systems of first degree equations and inequalities with two variables

G. Quadratic equations in one variable

H. Properties and operations of expressions involving rational exponents and radicals

I. Application of content to problem-solving

J. Basic Skills Assessment Program (BSAP) objectives, as needed

GEOMETRY
BEDS Code: 428
Acceptable Certification Code: 10

I. COURSE OBJECTIVES

This course is designed to utilize mathematical proof in the development of two- and three-dimensional geometric concepts and properties for students preparing for academic or technical college experiences and others desiring a formal background in mathematics. As a tenth-grade course, it is intended for students who have successfully completed Algebra I and are above average in mathematical capabilities. It can also be offered after Algebra II.

II. COURSE CONTENT

A. The nature of mathematical proof

1. Undefined and defined terms
2. Postulates
3. Intuition
4. Inductive reasoning
5. Deductive reasoning
6. Indirect proof

B. Lines and planes in space

  1. Intersections
  2. Parallel
  3. Perpendicular
  4. Skew lines

C. Angles and angle relationships

D. Plane figures

  1. Polygons
  2. Congruence
  3. Similarity
  4. Pythagorean relationship

E. Circles and spheres

  1. Measures of related angles
  2. Properties of related lines, rays, and segments

F. Points and lines in the coordinate plane

G. Area and volume formulas for plane and solid figures

H. Basic constructions

I. Application of content to problem solving

J. Basic Skills Assessment Program (BSAP) objectives, as needed

ALGEBRA II
BEDS Code: 426
Acceptable Certification Code: 10

I. COURSE OBJECTIVES

This course is designed to offer intermediate algebra content to students preparing for academic or technical college experiences and others desiring a formal background in mathematics. As a tenth- or eleventh-grade course, it is intended for above-average students who, as a minimum, have successfully completed Algebra I. However, it is generally advisable that Algebra II follow Algebra I and Geometry.

II. COURSE CONTENT

A. Structure, properties, and operations of the complex number system

B. Quadratic equations in one variable (to include rational, irrational, and imaginary roots)

C. Quadratic inequalities

D. Systems of equations

   1. First degree systems with two and more variables
   2. Quadratic-linear systems

E. Relations and functions

   1. Graphs of quadratic equations of form $y=ax^2+bx+c$, a not equal to 0
   2. Other conic sections
   3. Graphs of inequalities and systems of inequalities of the first and second degree
   4. Inverses

F. Exponents and logarithms

G. Interpolation

H. Application of content to problem-solving

I. Basic Skills Assessment Program (BSAP) objectives, as needed

ALGEBRA III/TRIGONOMETRY
BEDS Code: 427
Acceptable Certification Code: 10

I. COURSE OBJECTIVES

This course is designed to offer more advanced algebraic concepts and trigonometric content to college preparatory students and others desiring a formal background in mathematics. As a twelfth-grade course, it is intended for above-average students who have successfully completed Algebra I, Geometry, and Algebra II.

II. COURSE CONTENT

A. Structure of the complex number system

   1. Field properties
   2. Order axioms

B. Polynomial functions

   1. Zeros and roots
   2. Remainder and factor theorems
   3. Graphing

C. Exponential and logarithmic functions

D. Trigonometry

   1. Definitions of six trigonometric functions in terms of the general angle in the coordinate plane
   2. Inverses of trigonometric functions
   3. Identities

    4. Derivation of law of sine and cosine
    5. Derivation and use of special formulas such as sum, half-angle, and double-angle formulas
    6. Graphs of six trigonometric functions

E. Determinants (or matrices) in solving systems of first degree equations

F. Solutions of special equations

    1. Exponential
    2. Logarithmic
    3. Trigonometric

G. Combinations, permutations, and probability

H. Mathematical induction

I. Binomial theorem

J. Coordinate plane topics

    1. Midpoint formula (for segment)
    2. Distance formula (between two points)
    3. Slope formula
    4. Forms for linear equations

K. Arithmetic and geometric progressions

L. Application of content to problem solving

PRE-CALCULUS MATHEMATICS
BEDS Code: 437
Acceptable Certification Code: 10

I. COURSE OBJECTIVES

This course can be designed as a fourth-year college preparatory course for students who have the desire and ability to accomplish more than is generally offered in Algebra III/Trigonometry. It can also serve as a fifth-year course for students who desire reinforcement of earlier concepts and an introduction to Calculus.

II. COURSE CONTENT

A. Structure of complex number system

    1. Field properties
    2. Order axioms

B. Polynomial functions

    1. Zeros and roots
    2. Remainder and factor theorems
    3. Graphing

C. Exponential and logarithmic functions

D. Trigonometry

  1. Definitions of six trigonometric functions in terms of the general angle in the coordinate plane
  2. Inverses of trigonometric functions
  3. Identities
  4. Derivation of law of sine and cosine
  5. Derivation of special formulas such as sum, half-angle, and double-angle formulas
  6. Graphs of six trigonometric functions

E. Determinants (or matrices) in solving systems of first degree equations

F. Solutions of special equations

  1. Exponential
  2. Logarithmic
  3. Trigonometric

G. Combinations, permutations, and probability

H. Mathematical induction

I. Binomial theorem

J. Coordinate plane topics

  1. Midpoint formula (for segment)
  2. Distance formula (between two points)
  3. Slope formula
  4. Forms for linear equations

K. Arithmetic and geometric progressions

L. Conic sections

M. Vectors

N. Limits

O. Introductory differential Calculus concepts

P. Introductory integral Calculus concepts

Q. Application of content to problem-solving

CALCULUS: ADVANCED PLACEMENT MATHEMATICS

BEDS Code: 438

Acceptable Certification Code: 10

I. COURSE OBJECTIVES

This course is designed for mathematically gifted students who expect to take Calculus at the post-high school level. Calculus should be undertaken only by those twelfth-grade students who demonstrate exceptional ability in Algebra, Geometry, and Trigonometry and have the determination to complete a course comparable to one offered at the college freshman level.

II. COURSE CONTENT*

A. Plane analytic geometry

B. Elementary functions

1. Properties of functions
2. Limits

C. Differential Calculus

1. The derivative
2. Applications of the derivative

D. Integral Calculus

1. Antiderivatives
2. Applications of antiderivatives
3. Integration
4. The definite integral
5. Applications of the definite integral

*The course content should reflect content currently recommended by the College Board for success in taking the Advanced Placement Examination of the College Board. The complete outline for advanced placement mathematics may be obtained by writing:

The College Board
Southern Regional Office
17 Executive Park Drive, N.E., Suite 200
Atlanta, Georgia 30329

GENERAL MATHEMATICS COURSES

Student competency in "basic skills" must be a goal of any mathematics curriculum. Often "basic skills" are equated with computational skills—adding, subtracting, multiplying, dividing with whole numbers, decimals, fractions, and using percents. However, our present technological society requires, in addition to computations, daily use of estimating, geometry, measuring, interpreting data, problem-solving, and applying mathematics to everyday situations. Computational skills, in isolation, contribute little to one's ability to participate in mainstream society. Combined effectively with the other skill areas, they provide the learner with the basic mathematical ability needed by adults. A good general mathematics curriculum will include all of those skills needed by students to function productively in today's world.

A variety of offerings in General Mathematics is often needed to meet diverse needs of students. All General Mathematics programs should contain the skills included in the Basic Skills Assessment Program (BSAP). (See "Mathematics, Grades 9-12: Teaching and Testing Our Basic Skills Objectives" published by the State Department of Education, for details on basic skills objectives tested under the program.)

Listed below are five "areas" of General Mathematics from which schools may develop programs.

GENERAL MATHEMATICS I, II, III: FOR TECHNICAL PREPARATION

BEDS Codes: 421, 422, 423
Acceptable Certification Code: 10

I. COURSE OBJECTIVES

These courses are for students of average or above-average ability who are preparing for technical employment or vocational training after high school. A complete two- or three-year program, beginning in grade nine, is designed to offer appropriate skills in concepts, computations, measurement, geometry, trigonometry, problem-solving, and other areas.

II. COURSE CONTENT

A. Measurement

1. Linear, area, volume, mass (weight), temperature
2. Accuracy and precision
3. Measuring instruments

B. Computations with rational numbers (positive and negative)

C. Geometry

1. Angle measurements and relationships
2. Line relationships
3. Basic properties of polygons and solids
4. Similarity and congruence

    5. Pythagorean relationship
    6. Circles and spheres
    7. Constructions

D. Square root

E. Ratio and proportion

F. Percent

G. Trigonometry

    1. Six basic ratios (with respect to right triangles)
    2. Use of tables
    3. Law of sines and cosines
    4. Sine curve

H. Reading and preparing tables, charts, and graphs

I. Scale drawings

J. Equations and formulas

K. Elementary probability and statistics

L. Estimation and reasonableness of results

M. Applications to everyday situations

Suggested areas for applications:

Salaries
Budgeting
Retail purchasing
Buying on credit
Personal banking

Personal loans
Home furnishing and repair
Food purchasing and preparation
Advertising and labeling
Travel

N. Problem-solving - relating concepts to a variety of vocational areas

GENERAL MATHEMATICS I, II: A Two-Year Elementary Algebra Sequence
BEDS Codes: 421, 422
Acceptable Certification Code: 10

I. COURSE OBJECTIVES

This sequence of courses is designed for ninth- and tenth-grade students who aspire to technical or academic college training after high school but are not capable of success in a rigorous program of Algebra. The program is intended to be a two-year sequence of courses covering Algebra I concepts. However, students can be evaluated at the end of the first year to determine whether they should continue in the sequence, take another math course with more emphasis on vocational or consumer problems, or enroll in Algebra I. With respect to this third alternative, the first course of the sequence can serve as Pre-Algebra. (Since neither course, in itself, is a complete Algebra I program, textbooks adopted for these courses are catalogued under General Mathematics.)

II. COURSE CONTENT (for the two-year sequence)*

A. Fundamental operations and properties of the set of real numbers

B. Ratios and proportions

C. Polynomials

   1. Fundamental operations
   2. Factorization over the set of rational numbers

D. Relations and functions

E. First degree open sentences

   1. Equalities and inequalities with one or two variables
   2. Graphs (to include slope and axis-intercepts of linear equations)

F. Systems of first degree equations and inequalities with two variables

G. Quadratic equations in one variable

H. Properties and operations of expressions involving rational exponents and radicals

I. Application of content to problem solving

J. Basic Skills Assessment Program (BSAP) objectives, as needed

*This is the same as the course content for Algebra I.

PRE-ALGEBRA
BEDS Code: 436
Acceptable Certification Code: 10

I. COURSE OBJECTIVES

This course, appropriate for grade nine or ten, offers students the opportunity of acquiring elementary algebra skills before enrolling in Algebra I. It can be a part of a two-year Elementary Algebra sequence. (See General Mathematics: A Two-Year Elementary Algebra Sequence.)

II. COURSE CONTENT

A. Fundamental operations and properties of the rational numbers
B. Solutions of first degree open sentences with one variable
C. Solutions of systems of equations involving two equations with two variables
D. Ratio and proportion (with application to percentage)
E. Prime and composite numbers and factoring
F. Extensive application of content to problem solving
G. Basic Skills Assessment Program (BSAP) objectives, as needed

REMEDIAL MATHEMATICS I, II
BEDS Codes: 434, 435
Acceptable Certification Code: 10

I. COURSE OBJECTIVES

This remedial program sequence is designed to assist students who have deficiencies in basic skills. Such a program should be individualized to ensure that instructional time is well utilized. Motivational material and simple, relevant applications are essential. Emphasis should be given to the application of basic skills to "everyday" problems encountered by consumers. Such applications tend to reinforce skill developed by making the mathematic content relevant. Any textbook selected for this course should be supplemented with activities involving local situations.

II. COURSE CONTENT

A. Concepts*
B. Computation*
C. Measurement*
D. Geometry*
E. Problem-solving*

*The specific objectives in each of these strands are listed and described in "Mathematics, Grades 9-12: Teaching and Testing Our Basic Skills Objectives" a publication of the State Department of Education.

OUTLINE OF COMPUTER EDUCATION COURSES
(Grades 9 - 12)

***INTRODUCTION TO COMPUTERS**
BEDS Code:
Acceptable Certification Code: 10

I. COURSE OBJECTIVES

Introduction to Computers is designed to enable high school students to understand the nature of computers and their impact on society. This is accomplished through classroom discussion and "hands-on" interaction with a computer. Topics in the course include computer components and terminology, computer capabilities and limitations, computer uses and careers, and introductory programming in the BASIC language.

II. COURSE CONTENT

A. Historical development of computers

1. The early counting devices
2. The generations of computers--post 1940
3. The difference in analog and digital computers
4. The people involved in the development of computers

B. Computer applications in society

1. The uses of computers in various facets of society
2. The growth of computer applications in the last 40 years
3. The educational applications of computers
4. The possible areas where computers may be used in the future

C. Impact of computers on society--careers and job opportunities

1. The vocations directly related to computers
2. The training necessary for different types of computing jobs
3. The changes in, creation of, and elimination of various careers and occupations as a result of the use and improvement of computers
4. The current employment opportunities requiring computer expertise
5. The future implications of the effect of computers
6. The many programming languages suitable for particular applications and the training necessary for utilizing these languages

D. Impact of computers on society--limitations and disadvantages

1. The limitations of computers for some applications
2. The limiting considerations (cost, storage capacity, software availability) for using computers
3. The use of computers for criminal actions
4. Privacy considerations concerning data bases
5. The occurrence of "computer mistakes"--their origin, the effect on the recipient, and possible procedures to correct them
6. The activities that computers can/cannot perform better than humans

E. Identification of computer hardware and its function

1. The components of a computer--input, output, processing, memory
2. The function of and the various devices for each of the components of a computer

3. The role each of the components plays in the problem-solving process
4. The advantages and disadvantages of different types of input and output devices

F. Operation of computers

1. On/off sequences
2. Elementary keyboard functions
3. Loading and running programs (disk, tape, cartridge)
4. Care of equipment and material

G. Programming of computers

1. Problem analysis and program development
2. Elementary BASIC programs involving:
   a. Assignment statements (e.g., LET)
   b. System commands (e.g., RUN, LIST, NEW)
   c. Input techniques (e.g., INPUT, READ)
   d. Output techniques (e.g., PRINT)
   e. Unconditional branching (e.g., GOTO)
   f. Conditional branching (e.g., IF - THEN)
   g. Looping (e.g., FOR - NEXT)
3. Modifying and debugging programs
4. Program storage/retrieval and output to printer

***COMPUTER MATHEMATICS**
BEDS Code:
Acceptable Certification Code: 10

I. COURSE OBJECTIVES

Computer Mathematics, designed for students who have completed Algebra I, includes topics that should improve student understanding of mathematics concepts and problem-solving through increased knowledge of computers and computer programming. Topics include the logic of computer programming, flow charting, programming in the BASIC or PASCAL language, and the application of programming to problem-solving using algebraic and geometric concepts. Instruction would include considerable "hands-on" interaction with computers by enrolled students.

II. COURSE CONTENT

A. Historical development of computers

1. The early counting devices
2. The evolution of modern computers
3. The contributions of mathematicians in developing computers

B. Number systems

1. The translation from one base to another
2. The role of binary and hexadecimal numbers in the computer

C. Components of a computer

1. The components of a computer--input, output, processing, memory
2. The function of and the various devices for each of the components of a computer
3. The role each of the components plays in the problem-solving process
4. The advantages and disadvantages of different types of input and output devices

D. Strategies for problem-solving

1. Components of the problem which represent input, process, and output
2. Algorithms necessary to produce desired output
3. Pseudocodes or flow charts to represent algorithms

E. Programming of computers

1. BASIC or PASCAL commands and statements (file management and graphics optional)
2. Intrinsic functions appropriate to the language being studied, such as INT, ABS, SQR, SGN, RND, MOD
3. Modifying and debugging programs
4. Usage of printer

F. Mathematical applications--customary topics

- Suggested problems:

- Evaluating numerical and algebraic expressions
- Determining whether numerical statements are true or false
- Determining solution sets for conditionals and compound conditionals
- Finding distance between 2 points in a plane and in space
- Solving equations of the formula ax+by+c=0
- Finding equations of lines in a plane using slope and intercepts
- Solving 2x2 systems of equations
- Solving quadratic equations by use of the quadratic formula
- Finding averages and standard deviation
- Finding area of standard polygons: square, rectangle, parallelogram, triangle, trapezoid
- Solving geometric problems using the Pythagorean relationship
- Solving geometric problems using ration and proportion
- Solving geometric problems using arithmetic and geometric means
- Factorials and combinatorial problems
- Matrix manipulation

G. Mathematical applications--for computers only

- Suggested problems:

  - Series approximations for Π and e
  - Approximating area under a curve
  - Newton-Raphson method for extracting square root
  - Amortization and compound interest
  - Euclidean algorithm for GCD
  - Approximation of real roots of polynomial equations
  - Monte-Carlo method for computing area or Π

***ADVANCED PLACEMENT COMPUTER SCIENCE**
BEDS CODE:
Acceptable Certification Code: 10

The complete outline for advanced placement may be obtained by writing:

The College Board
Southern Regional Office
17 Executive Park Drive, N.E., Suite 200
Atlanta, Georgia 30329

MUSIC

Provision of experience in music at the high school level should be made for all students so that students may become musically interested participants or consumers, not only in school, but at the adult level in their communities. The directions set for music education should reflect the trends and attitudes of today's changing society. At all levels and within a carefully planned environment, music education should be a sequence of experiences which are relevant to the student's needs, interests, and discriminative attitudes. As students participate in experiences such as singing, moving to music, playing instruments, and listening, they should be motivated to explore, discover, recognize, identify, differentiate, verbalize, memorize, recall, and evaluate. Such participation will provide opportunity to develop greater sensitivity to music, to utilize music in self-expression, and to better understand one's cultural heritage.

Specific objectives may differ from one school district to another but certain common aims tend to emerge. The musically educated person:

1. Is able to make music alone and with others.
2. Is able to improvise and create music.
3. Is able to use the vocabulary and notation of music.

4. Is able to respond to music aesthetically, intellectually, and emotionally.
5. Is acquainted with a wide variety of music, including diverse musical styles and genres.
6. Is familiar with the role music has played and continues to play in the life of the individual.
7. Is able to make aesthetic judgments based on critical listening and analysis.
8. Has developed a commitment to music.
9. Supports and encourages others to support the musical life of the community.
10. Is able to continue his musical learning independently.

The approach to music should be through **study of the elements common to all music: pitch, duration, loudness, and timbre, and their organization into various forms.** This approach admits to the curriculum the full range of musics, both Western and non-Western. Emphasis should be placed on the intellectual, aesthetic, and emotional content of music as well as on performance. Students should be given opportunity to develop the concepts of music by means of an ever-enlarging range of experiences based on the elements of music. While experiences comprising the music program are diverse, they tend to cluster **under three headings:** 1) those having to do with **performance,** 2) those having to do with **creation and organization** of music, 3) those having to do with **perception, analysis, and description** of music. Each of these functions should be included at every level in the comprehensive music program.

Students should not be required or expected to find the same experiences suitable or interesting. It is especially important that alternative curricular offerings in music be made available. These should include experiences that meet the needs of the large percentage of students who do not choose to concentrate their efforts in select performing ensembles. The extent of the alternatives will depend upon the size of the school and the number of students who wish to enroll in music courses. Some should be short-term offerings in specialized topics developed in response to student needs. The basic program for all high schools should include one band or wind ensemble, one orchestra or string orchestra, and one mixed choral group, together with one course that emphasizes organizing and describing activities.

BAND I, II, III, IV
BEDS Codes: 495, 496, 497, 498
Acceptable Certification Code: 54

I. COURSE OBJECTIVES

To study sequentially and systematically a widely varied repertory and to develop ensemble and solo performance skills.

II. COURSE CONTENT

A. Performing

Studying sequentially and systematically a widely varied repertory and developing ensemble and solo performance skills. Performing with the group in public occasionally. Performing in small ensembles.

B. Organizing

Composing and arranging for the group, with critiques by performers, composers, arrangers, and teachers. Improvising in various styles. Making decisions with respect to interpretation.

C. Describing

Listening to, analyzing, and studying the literature performed and similar literature. Studying at an advanced level the elements of music in varying contexts. Conducting.

Band classes should be sequenced to insure learnings which provide an ever-enlarging range of experiences based on the study of the elements of music and their organization into the various forms and styles of music suitable to band. Where the school size will permit, students should be grouped according to experience and skills development. Care should be taken in the selection of literature to insure the ever-enlarging range of experiences.

BAND REHEARSAL
BEDS Code: 499
Acceptable Certification Code: 54

When it is necessary to bring together a larger-than-regular-sized class for rehearsal, the BAND REHEARSAL title should be given the class.

CHORUS I, II, III, IV
BEDS Codes: 501, 502, 503, 504
Acceptable Certification Codes: 51, 53, 54

I. COURSE OBJECTIVES

To study sequentially and systematically a widely varied repertory and to develop ensemble and solo performance skills.

II. COURSE CONTENT

A. Performing

Studying sequentially and systematically a widely varied repertory and developing ensemble and solo performance skills. Performing with the group in public occasionally. Performing in small ensembles.

B. Organizing

Composing and arranging for the group, with critiques by performers, composers, arrangers, and teachers. Improvising in various styles. Making decisions with respect to interpretation.

C. Describing

Listening to, analyzing, and studying the literature performed and similar literature. Studying at an advanced level the elements of music in varying contexts. Conducting.

Classes for chorus should be sequenced to insure learnings which provide an ever-enlarging range of experiences based on the study of the elements of music and their organization into the various forms and styles of music suitable to the voice. Where school size will permit, students will benefit from the experience of male chorus and female chorus at the beginning levels--Chorus I (males) and Chorus I (females) and Chorus II for each group. Chorus III and Chorus IV, planned as mixed chorus, then, will offer a different experience for students. In each course the literature should be chosen to insure the ever-enlarging range of experiences.

CHORUS REHEARSAL

BEDS Code: 505
Acceptable Certification Codes: 51, 53, 54

When it is necessary to bring together a larger-than-regular-sized class for rehearsal, the CHORUS REHEARSAL title should be given the class.

MUSIC APPRECIATION I (Basic Musicianship)

BEDS Code: 511
Acceptable Certification Codes: 51, 52, 53, 54, 56

I. COURSE OBJECTIVES

To develop the ability to produce music in several ways, to improvise melodies and accompaniments, and to develop greater familiarity with the vocabulary for discussing music of various styles, periods, and genres.

II. COURSE CONTENT

A. Performing

Developing the ability to produce music alone and with others using the voice, environmental sounds, electronic sounds, body sounds, keyboard instruments, and folk instruments.

B. Organizing

Creating, arranging, and improvising melodies and accompaniments in a variety of styles. Creating complete musical works, including examples illustrating various music styles. Writing for contemporary media, including electronic media.

C. Describing

Developing further the ability to read and interpret music notation. Developing greater familiarity with the sound of and with the vocabulary for discussing music of various styles, periods, and genres. Refining the ability to listen to music with understanding and upon hearing a work, to comment intelligently on its form, texture, historical period, and cultural or aesthetic basis, and its use of media, unity and variety, the elements of music, and compositional devices. Developing the ability to analyze new musical experiences and phenomena and to make judgments based upon analytical listening. Developing the ability to criticize music and musical performances with insight and understanding.

MUSIC APPRECIATION II (Music History)
BEDS Code: 512
Acceptable Certification Codes: 51, 52, 53, 54, 56

I. COURSE OBJECTIVES

To make a survey of Western music and its relationship to music of other cultures.

II. COURSE CONTENT

A. Performing

Performing works or excerpts studied.

B. Organizing

Arranging works or excerpts studied for performance by the instrumentation available in class. Composing examples in the various styles studied.

C. Describing

Developing acquaintance with a wide variety of styles and representative works. Developing knowledge of the evolution of musical styles.

MUSIC APPRECIATION III (Music Literature)
BEDS Code: 513
Acceptable Certification Codes: 51, 52, 53, 54, 56

I. COURSE OBJECTIVES

To conduct an in-depth study of selected examples of Western Art Music and its relationship to music of other cultures.

II. COURSE CONTENT

A. Performing

Performing works or excerpts studied.

B. Organizing

Arranging works or excerpts studied for performance by instrumentation available in class. Composing examples in the various styles studied.

C. Describing

Analyzing thoroughly works studied, including form, texture, historical context, and cultural or aesthetic basis, and use of media, unity and variety, the elements of music, and compositional devices. Developing the ability independently to make in-depth analyses of unfamiliar works.

MUSIC APPRECIATION IV (Interdisciplinary Studies)
BEDS Code: 514
Acceptable Certification Codes: 51, 52, 53, 54, 56

I. COURSE OBJECTIVES

To study the relationship of music and other arts or the humanities and to study music as it relates to other subject areas.

II. COURSE CONTENT

A. Performing

Performing illustrative examples or works in the various performing arts.

B. Organizing

Creating illustrative and experimental artworks.

C. Describing

Analyzing and studying the relationships among the fine arts or the humanities and the role and function of the arts or the humanities in civilization, past and present. Analyzing and studying the relationships between music or the other fine arts and other subject-matter fields.

ORCHESTRA I, II, III, IV
BEDS Codes: 515, 516, 517, 518
Acceptable Certification Codes: 54, 56

I. COURSE OBJECTIVES

To study sequentially and systematically a widely varied repertory and to develop ensemble and solo performance skills.

II. COURSE CONTENT

A. Performing

Studying sequentially and systematically a widely varied repertory and developing ensemble and solo performance skills. Performing with the group in public occasionally. Performing in small ensembles.

B. Organizing

Composing and arranging for the group, with critiques by performers, composers, arrangers, and teachers. Improvising in the various styles. Making decisions with respect to interpretations.

C. Describing

Listening to, analyzing, and studying the literature performed and similar literature. Studying at an advanced level the elements of music in varying contexts. Conducting.

Orchestra classes should be sequenced to insure learnings which provide an ever-enlarging range of experiences based on the study of the elements of music and their organization into the various forms and styles of music suitable to orchestra. Care should be taken in the selection of literature to insure the ever-enlarging range of experiences. Students should be grouped according to their experience and their skills development.

ORCHESTRA REHEARSAL

BEDS Code: 519
Acceptable Certification Codes: 54, 56

When it is necessary to bring together a larger-than-regular-sized class for rehearsal, the ORCHESTRA REHEARSAL title should be given the class.

STRING MUSIC I, II, III, IV

BEDS Code: 531, 532, 533, 534
Acceptable Certification Codes: 54, 56

I. COURSE OBJECTIVES

To study stringed instruments not included under Band and Orchestra and to study the literature for these instruments.

II. COURSE CONTENT

A. Performing

Developing skills in the performance of idiomatic literature.

B. Organizing

Composing, arranging, and improvising idiomatic literature.

C. Describing

Listening to, analyzing, and studying the music performed. Developing the ability to describe and discuss musical phenomena.

Included under this course heading is the study of those instruments not included under Band and Orchestra, instruments such as guitar and ukulele.

*ADVANCED PLACEMENT: MUSIC LISTENING AND LITERATURE

BEDS CODE: 535
Acceptable Certification Codes: 51, 52, 53, 54, 56

The complete outline for advanced placement may be obtained by writing:

The College Board
Southern Regional Office
17 Executive Park Drive, N.E., Suite 200
Atlanta, Georgia 30329

PHYSICAL EDUCATION

PHYSICAL EDUCATION I
BEDS Code: 480
Acceptable Certification Codes: 65, 66, 67

I. COURSE OBJECTIVES

A course of study in Physical Education I should provide the student with the skills necessary to lead a healthy active lifestyle. Students will become knowledgeable and skillful in maintaining an appropriate level of physical and motor fitness necessary for an active lifestyle, to include power, speed, agility, balance (dynamic and static), reaction time, and anticipation timing. The purpose of the course is for the student to acquire usable skills for current and future interest. The four content areas are physical fitness, individual sports, team sports, and leisure/outdoor education. The four content areas are taught in equal proportions of study. Students will also become generally knowledgeable and acquire skills useful for leisure/outdoor activities.

II. COURSE CONTENT

A. Physical and motor fitness

1. Cardiorespiratory endurance
    a. Frequency of exercise
    b. Duration of exercise
    c. Intensity of exercise
    d. Warm-up and cool-down
2. Body composition
3. Muscular strength and muscular endurance
4. Flexibility
5. Power
6. Speed
7. Agility
8. Balance (dynamic and static)
9. Reaction time
10. Anticipation timing
11. Eye-hand coordination
12. General body coordination

B. Leisure/outdoor education

1. Adventure education
2. Archery
3. Backpacking
4. Camping
5. Boating
6. Casting
7. Hunter education
8. Orienteering
9. Outdoor ethics

C. Individual sports

1. Archery
2. Badminton
3. Bowling
4. Dance
5. Golf
6. Tumbling
7. Jogging
8. Self-defense
9. Swimming
10. Tennis
11. Track and field
12. Weight training
13. Wrestling

D. Team sports

1. Basketball
2. Field hockey
3. Flag football
4. Softball
5. Volleyball
6. Soccer

Note: The activities listed under B, C, and D are examples. Course offerings are not limited to this listing.

ADAPTIVE PHYSICAL EDUCATION

I. COURSE OBJECTIVES

A. Course objectives for Physical Education I and II apply to the adaptive program of instruction. These courses are designed for those students physically or mentally unable or unfit to participate in a regular physical education course.

B. The course needs to be designed as part of the student's IEP.

II. COURSE CONTENT

A. The course content is generally the same as that of Physical Education I and II.

B. Mainstreaming is a unit-by-unit determination based on the student's ability to participate in the unit activities.

C. Students with an IEP will have a course content designed cooperatively by the student's health care professional and the physical education teacher.

PHYSICAL EDUCATION II
BEDS Code: 483
Acceptable Certification Codes: 65, 66, 67

A course of study in Physical Education II will provide the student with the skills (cognitive and physical) necessary to lead a healthy active lifestyle. Physical Education II, as an elective, is designed to provide the student a comprehensive course of study in the acquisition of specific skills. The four content areas are physical fitness, individual sports, team sports, and leisure/outdoor education, with all four content areas providing an equal proportion of study from a lifetime perspective.

I. COURSE OBJECTIVES

Students will increase their knowledge and skill in maintaining an appropriate level of physical fitness, increase their capacity to participate in sport type activity, and improve motor fitness components necessary for an active lifestyle. Students will become competent and confident in at least one lifetime sport and will become generally knowledgeable and acquire skills useful in at least one leisure/outdoor activity.

II. COURSE CONTENT

A. Physical and motor fitness

1. Cardiorespiratory endurance
    a. Frequency of exercise
    b. Duration of exercise
    c. Intensity of exercise
    d. Warm-up and cool-down
2. Body composition
3. Muscular strength and muscular endurance
4. Flexibility
5. Power
6. Speed
7. Agility
8. Balance (dynamic and static)
9. Reaction time
10. Anticipation timing
11. Eye-hand coordination
12. General body coordination

B. Leisure/outdoor education

1. Adventure education
2. Archery
3. Backpacking
4. Camping
5. Boating
6. Casting
7. Hunter education
8. Orienteering
9. Outdoor ethics

C. Individual sports

1. Archery
2. Badminton
3. Bowling
4. Dance
5. Golf
6. Tumbling
7. Jogging
8. Self-defense
9. Swimming
10. Tennis
11. Track and field
12. Weight training
13. Wrestling

D. Team sports

1. Basketball
2. Field hockey
3. Flag football
4. Softball
5. Volleyball
6. Soccer

Note: The activities listed under B, C, and D are examples. Course offerings are not limited to this listing.

MILITARY SCIENCE

The Junior ROTC (JROTC) provides an opportunity for secondary school students to learn about the basic elements and requirements for national security and their personal obligations as American citizens. Goals include (a) developing informed and responsible citizens, (b) strengthening character, (c) promoting an understanding of basic elements and requirements for national security, (d) helping formulate habits of self-discipline, (e) developing respect for the need to have a constituted authority in a democratic society, and (f) developing an interest in the military service as a career.

NAVAL JUNIOR ROTC I (GRADE 9)
BEDS Code: 821
Acceptable Certification Code: Military Approval

I. COURSE OBJECTIVES

Students must be 14 years of age or older and be citizens of the United States. He or she must be enrolled in and attending a regular course of instruction at the school and must maintain satisfactory academic grades. He or she must be physically fit and must exercise personal grooming consistent with JROTC regulations.

II. COURSE CONTENT

- A. Orientation
- B. Health education
- C. Drills, commands, and ceremonies
- D. America's maritime heritage
- E. Navigation
- F. Leadership
- G. Seamanship

NAVAL JUNIOR ROTC II (GRADE 10)
BEDS Code: 822
Acceptable Certification Code: Military Approval

I. COURSE OBJECTIVES

Basic requirements are the same as for Junior ROTC I, plus successful completion of the Level I courses.

II. COURSE CONTENT

- A. Orientation
- B. Health education
- C. First aid
- D. Drills, commands, and ceremonies
- E. Military history (1712-1860)
- F. Navigation (land and sea)
- G. Leadership

NAVAL JUNIOR ROTC III (GRADE 11)
BEDS Code: 823
Acceptable Certification Code: Military Approval

I. COURSE OBJECTIVES

Basic requirements are the same as for NJROTC I, plus successful completion of NJROTC I and NJROTC II.

II. COURSE CONTENT

- A. Orientation
- B. Meteorology
- C. Astronomy
- D. Military history (1860-World War I)
- E. Service indoctrination
- F. Leadership
- G. Navigation (land and sea)
- H. Drills, commands, and ceremonies.

NAVAL JUNIOR ROTC IV (GRADE 12)
BEDS Code: 824
Acceptable Certification Code: Military Approval

I. COURSE OBJECTIVES

Basic requirements are the same as for JROTC I plus successful completion of JROTC I, II, and III.

II. COURSE CONTENT

A. Orientation
B. Oceanography and topography
C. Military history (World War I - Present)
D. Meteorology
E. Service indoctrination
F. Leadership
G. Navigation (land and sea)
H. Drills, commands, and ceremonies

ARMY JUNIOR ROTC I (GRADE 9): LEADERSHIP DEVELOPMENT I
BEDS Code: 821
Acceptable Certification Code: Military Approval

I. COURSE OBJECTIVES

Students must be 14 years of age or older and be citizens of the United States. He or she must be enrolled in and attending a regular course of instruction at the school and must maintain satisfactory academic grades. He or she must be physically fit and must exercise personal grooming consistent with JROTC regulations.

II. COURSE CONTENT

A. Introduction to ROTC and Army
B. Introduction to leadership theory
C. Drills and ceremonies
D. Hygiene and first aid
E. Introduction to maps and map reading
F. Introduction to techniques of oral communications
G. Marksmanship and safety
H. Introduction to Leadership Development II
I. Senior Army instruction time (inspections, care and cleaning of equipment, trips, additional drills)

ARMY JUNIOR ROTC II (GRADE 10): LEADERSHIP DEVELOPMENT II

BEDS Code: 822
Acceptable Certification Code: Military Approval

I. COURSE OBJECTIVES

Basic requirements are the same as for Junior ROTC I, plus successful completion of the Level I courses.

II. COURSE CONTENT

A. Intermediate leadership
B. Drills and ceremonies
C. Intermediate first aid
D. Intermediate map reading
E. Intermediate techniques of oral communications
F. The U. S. Army, people, places and times
G. Service and ROTC opportunities
H. Intermediate marksmanship and safety
I. Introduction to Leadership Development
J. Senior Army instruction time (inspections, care and cleaning of equipment, trips, additional drills)

ARMY JUNIOR ROTC III (GRADE 11): LEADERSHIP DEVELOPMENT III

BEDS Code: 823
Acceptable Certification Code: Military Approval

I. COURSE OBJECTIVES

Basic requirements are the same as for JROTC I, plus successful completion of JROTC I and JROTC II.

II. COURSE CONTENT

A. Applied leadership
B. Drills and ceremonies
C. Applied map reading and land navigation
D. Applied techniques of oral communications
E. Marksmanship and safety
F. Service and ROTC opportunities
G. The role of the Army
H. Introduction to Leadership Development IV
I. Senior Army instruction time (inspections, care and cleaning of equipment, trips, additional drills)

ARMY JUNIOR ROTC IV (GRADE 12): LEADERSHIP DEVELOPMENT IV

BEDS Code: 824
Acceptable Certification Code: Military Approval

I. COURSE OBJECTIVES

Basic requirements are the same as for JROTC I, plus successful completion of JROTC I, II, III.

II. COURSE CONTENT

A. Advanced leadership techniques
B. Drills and ceremonies
C. Advanced communications
D. Staff functions and procedures
E. Senior Army instruction time (inspections, care and cleaning of equipment, trips, additional drills)

AIR FORCE JUNIOR ROTC I (GRADE 9)

BEDS Code: 821
Acceptable Certification Code: Military Approval

I. COURSE OBJECTIVES

Students must be 14 years of age or older and be citizens of the United States. He or she must be enrolled in and attending a regular course of instruction at the school and must maintain satisfactory academic grades. He or she must be physically fit and must exercise personal grooming consistent with JROTC regulations.

II. COURSE CONTENT

Introductory course for entering JROTC program

A. Introduction to Aero-Science JROTC
B. Aircraft and spacecraft
C. Environment of air and spacecraft
D. U. S. Air Force customs and ceremonies
E. Drills and commands

AIR FORCE JUNIOR ROTC II (GRADE 10)

BEDS Code: 822
Acceptable Certification Code: Military Approval

I. COURSE OBJECTIVES

Basic requirements are the same as for Junior ROTC I, plus successful completion of the Level I courses.

II. COURSE CONTENT

Grade 10 Prerequisite JROTC I and recommendation of instructor.
General study of aeronautics and components of aerospace power.

A. Theory of aircraft flight
B. Propulsion systems for aviation

C. Aerospace supports facilities
D. Military aerospace
E. Drills, commands, and ceremonies

AIR FORCE JUNIOR ROTC III (GRADE 11)
BEDS Code: 823
Acceptable Certification Code: Military Approval

I. **COURSE OBJECTIVES**

Grade 11 Prerequisite II and recommendation of instructor.

II. **COURSE CONTENT**

A. Aerospace development
B. Social aspects of space developments
C. Opportunities in space
D. Aerospace careers
E. National defense
F. Leadership training

AIR FORCE JUNIOR ROTC IV (GRADE 12)
BEDS Code: 824
Acceptable Certification Code: Military Approval

I. **COURSE OBJECTIVES**

Basic requirements are the same as for JROTC I, plus successful completion of JROTC I, II, III.

II. **COURSE CONTENT**

Grade 12 Prerequisite III and recommendation of instructor.

A. Review U. S. military forces in a contemporary world
B. Foundations of leadership
C. Communicative skills
D. Responsibility of the military services

SCIENCE

Science is the study of the natural world and should provide the students with a sense of order in the universe. The teaching of science in high school will give the students:

1. An introduction to the concepts, laws, and processes of the physical and biological sciences,

2. The methods of scientific inquiry and reasoning,

3. The applications of scientific knowledge in everyday life,

4. An awareness of career opportunities and options,

5. The social and environmental implications of scientific and technological developments.

Science courses should fit the needs of all students, including the academically inclined, the average, as well as the educationally uninvolved, so that they will be able to utilize science for improving their own lives and for adjusting to an increasingly technological world.

A science course should focus on the premise that science concepts are based on experimental data. Each course should emerge as a science rather than an endless memorization of facts. Therefore, each science discipline must be taught as a laboratory course. Adequate facilities, along with necessary equipment and supplies are of prime importance for a sound science program. According to the South Carolina Defined Minimum Program, 20 percent of instructional time should be devoted to laboratory activities. For each student, experiments should be an integral aspect of the course content. By providing students with the opportunity to use the inquiry approach, science courses will help them develop logical thinking skills and problem-solving techniques that will enable them to function effectively within a technological society, as well as prepare them for future pursuits of a specialized career.

GENERAL SCIENCE

BEDS Code: 461

Acceptable Certification Codes: 12, 13, 14, 15, 16, 17

I. COURSE OBJECTIVES

This course is designed for students who need a basic background in biological and physical science concepts, which are necessary for understanding everyday occurrences. Whenever possible, the topics should be applied to practical experiences. Each of the concepts should be reinforced with hands-on laboratory activities.

II. COURSE CONTENT

A. Introduction to general science

  1. Experimental nature of science
  2. Laboratory safety procedures
  3. Difference between living and nonliving materials

B. Measurements

  1. Metric measurement systems and techniques
  2. Measuring the length, volume, and mass of objects
  3. Significant digits

C. Properties of matter

1. States of matter
2. Elements, compounds, and mixtures
3. Density and buoyancy
4. Temperature scales
5. Chemical and physical changes
6. Nuclear changes

D. Atoms and molecules

1. Protons, electrons, and neutrons
2. Elements, compounds, and mixtures
3. Nomenclature
4. Periodic table
5. Chemical reactions
6. Bonding

E. Acids, bases, and salts

1. Common acids and bases
2. Neutralization
3. Indicators
4. pH scale

F. Motion

1. Inertia
2. Speed and acceleration
3. Action and reaction forces
4. Free-falling objects
5. Momentum
6. Circular motion

G. Work, power, and energy

1. Forces
2. Work and simple machines
3. Mechanical advantages and efficiency of machines
4. Power and horsepower

H. Sound and light

1. Characteristics of waves
2. Properties of sound
3. Refraction and reflection of light
4. Lenses, prisms, and color
5. Polarized light

I. Magnetism and electricity

1. Magnets
2. Electromagnets

3. Static electricity
4. Electric currents
5. Series and parallel circuits
6. Generators

J. Cells

1. Characteristics of living cells
2. Differences between plant and animal cells

K. Plants

1. Classification from simple to complex
2. Algae, fungi, mosses, and ferns
3. Stems, roots, and leaves

L. Animals

1. Classification from simple to complex
2. Sponges, jellyfish, flatworms, and roundworms
3. Spiny-skinned animals and mollusks
4. Crayfish, crabs, shrimp, and lobsters
5. Insects and spiders
6. Fish and amphibians
7. Reptiles and birds
8. Mammals

M. Human biology

1. Cells, tissues, and organs
2. Bones and muscles
3. Circulatory system
4. Respiratory system
5. Excretory system
6. Nervous system
7. Reproductive system
8. Heredity
9. Digestive system

N. Nutrition

1. Role of carbohydrates, fats, proteins, vitamins, minerals, and water in the diet
2. Need for a variety of foods
3. Metabolism of food
4. Balancing food intake with body needs

O. Ecology

1. Community or population
2. Food chain, food web, and pyramid
3. Conservation of land, water, and air resources
4. Pollution problems
5. Concepts and practices of wildlife management

P. Drugs

1. Stimulants
2. Depressants
3. Substance abuse, choices, and effects

PHYSICAL SCIENCE: GENERAL

BEDS Code: 462

Acceptable Certification Codes: 12, 13, 15, 16

I. COURSE OBJECTIVES

This course will serve as a background for students who desire to learn practical applications of science before taking vocational courses or entering the work force upon graduation from high school. An introduction to basic physical science principles will be correlated with technical applications used in trades, industry, and health-related fields, making the course content relevant to the surroundings. It is essential that applications of physical science principles be complemented with laboratory experiences.

II. COURSE CONTENT

This course should be structured around practical applications of physical science concepts used by local industries, trades, agribusinesses, and health-related fields. Every attempt should be made to correlate these topics with applications found in the community through laboratory activities and demonstrations. This will enable students to gain an understanding of how the applied concepts associated with physical science are used locally. **A minimum of six topics listed below** should be selected and integrated into the curriculum during the school year.

A. Practical applications

1. Devise and conduct a controlled experiment with only one variable.
2. Compare the metric and English units used to measure the engine capacity and repair tools for automobiles and motorcycles.
3. Analyze the methods used to measure strengths of antifreeze used in automobile and truck radiators.
4. Determine the methods used to prepare soaps, detergents, cold creams, hand lotions, tooth pastes, athlete's foot powders, deodorant liquids, and lipsticks.
5. Trace the energy changes from one form to another in an automobile, television, computer, nuclear power plant, coal power plant, or school heating system.
6. Identify elements with diffraction grating.
7. Analyze the process involved in the manufacture of lime, mortar, plaster, cement, and concrete.
8 Determine the chemical reactions used to produce fertilizers and the importance of these compounds in the soil.
9. Investigate the problems associated with acid rain.

10. Contrast the function of antifreeze and coolant in radiators.
11. Compare the methods used to dispose of nuclear wastes.
12. Investigate the methods used to determine horsepower.
13. Locate the center of gravity on 18-wheelers, sports cars, passenger cars, jeeps, high riders, compacts, and motorcycles.
14. Investigate the use of laser technology and holography.
15. Determine the uses of polarization of light.
16. Investigate the use of electrostatic precipitators to clean air.
17. Predict the use of battery-powered cars as a means of transportation.
18. Analyze the function of electronic devices such as vacuum tubes, transistors, and integrated circuits in instruments and appliances.
19. Determine the effect of inertia and gravity on orbiting satellites.

B. Principles

1. Introduction to physical science

    a. Experimental nature of science
    b. Laboratory safety procedures

2. Measurements

    a. Metric measurement systems and techniques
    b. Interpretation of graphs
    c. Exponential notation and significant digits (Optional)

3. Properties of matter

    a. Density of solids, liquids, and gases
    b. Specific gravity and buoyancy
    c. State of matter dependent on temperature
    d. Solutions
    e. Physical and chemical properties
    f. Physical and chemical changes

4. Energy

    a. Potential and kinetic energy
    b. Conversion from one form to another

5. Atomic structure

    a. Elements, compounds, and mixtures
    b. Nomenclature of compounds
    c. Periodic table

6. Chemical reactions

    a. Composition, decomposition, single and double replacement reactions
    b. Balance simple equations

7. Acids, bases, and salts
    a. Neutralization reactions and salt formation
    b. pH scale and indicators
    c. Properties and uses of industrial acids
    d. Strengths of acids and bases (optional)

8. Temperature and heat
    a. Temperature scales
    b. Expansion and contraction of solids, liquids, and gases
    c. Heat transfer in refrigeration and heating

9. Radioactivity
    a. Types and properties of radioactive materials
    b. Detection, shielding, and waste disposal
    c. Uses of radioactivity in medicine, energy, and dating

10. Mechanics
    a. Velocity and accelerated motion
    b. Newton's three laws of motion
    c. Work, power, and horsepower
    d. Friction
    e. Simple machines
    f. Engines

11. Wave motion, sound, and light
    a. Wave types and properties
    b. Reflection, refraction of plane, concave, and convex mirrors and lenses
    c. Refraction of concave and convex lenses
    d. Doppler effect

12. Static charges and current electricity
    a. Types of charges
    b. Direct and alternating current
    c. Lights and wiring in series and parallel
    d. Ways of producing and measuring current electricity

13. Magnetism and electromagnetism
    a. Magnetic poles and fields
    b. Operation of relays, motors, buzzers, telephones, and transformers

14. Electronics
    a. Cathode ray tubes and television
    b. Digital computers
    c. Vacuum tube and transistors (optional)

15. Space science

    a. Space flights
    b. Launching and orbits

PHYSICAL SCIENCE: COLLEGE PREPARATORY
BEDS Code: 462
Acceptable Certification Codes: 12, 13, 15, 16

I. COURSE OBJECTIVES

This course is a sequential development of physical science principles designed for students of varying ability. In small schools this will be the only Physical Science course offered. In this case, it will serve as a college-preparatory course for students planning to take Biology I, Chemistry I, and Physics, as well as for students planning on a vocational career. It will give the students a foundation of physical science principles correlated with meaningful laboratory activities demonstrating the experimental nature of science.

II. COURSE CONTENT

A. Introduction to physical science

    1. Experimental nature of science
    2. Laboratory safety techniques
    3. Collection, interpretion, and display of laboratory data

B. SI measurements

C. Properties of matter

    1. Density, specific gravity, and buoyancy
    2. Solutions
    3. Conservation of matter
    4. Chemical and physical properties

D. Kinetic and potential energy

E. Atomic structure

    1. Properties of the proton, neutron, and electron
    2. Periodic table
    3. Symbols and formulas
    4. Physical, chemical, and nuclear charges

F. States of matter

    1. Phase changes
    2. Gas laws
    3. Crystals

G. Chemical reactions

1. Types of reactions
2. Bonding
3. Balancing equations
4. Law of definite proportions

H. Acids, bases, and salts

1. Neutralization
2. Indicators and pH range

I. Nuclear reactions

1. Properties of radioactivity
2. Natural and artificial radioactivity
3. Uses in medicine, energy, and dating

J. Organic compounds

1. Hydrocarbon families
2. Isomers and saturated hydrocarbons

K. Motion and force

1. Vector and scalar quantities
2. Momentum
3. Newton's three laws of motion and law of universal gravitation
4. Friction

L. Work and power

1. Simple machines
2. Horsepower

M. Wave motion and sound

1. Wave type and properties
2. Speed of sound in different mediums
3. Doppler effect

N. Light and optics

1. Duality of wave and particle theories
2. Reflection and refraction of plane, concave, and convex mirrors and lenses
3. Refraction of concave and convex lenses
4. Polarization of light
5. Inverse square law
6. Laser technology

O. Color

1. Electromagnetic spectrum
2. Dispersion of light by a prism
3. Primary colors of the pigment and prismatic system
4. Doppler effect

P. Temperature and heat

1. Temperature scales and effects of heat
2. Heat capacity of substances
3. Exchange of heat during phase changes

Q. Static charges and current electricity

1. Types of charges
2. Electroscopes
3. Relationship between volts, amperes, and ohms
4. Wiring resistors in series and parallel
5. Sources of current electricity

R. Magnetism and electromagnetics

1. Magnets, magnetic field, and electric currents
2. Operation of relays, motors, buzzers, telephones, and transformers

S. Electronics

1. Vacuum tubes and transistors
2. Cathode-ray tubes and television
3. Analog and digital computers

T. Space Science

1. Laws of motion applied to space
2. Spaceships and rockets
3. Space exploration and satellites
4. Spin-offs

BIOLOGY I: GENERAL

BEDS Code: 463
Acceptable Certification Codes: 12, 14

I. COURSE OBJECTIVES

This course is designed to give non-college-bound students an understanding of the basic principles of biology necessary for everyday living. Laboratory activities are an integral aspect of this course, thereby providing the students with a wide variety of experiences.

II. COURSE CONTENT

A. Nature of biology

1. Experimental nature of science
2. Characteristics of living things
3. Metric measurement systems and techniques
4. Laboratory safety procedures
5. Microscopic techniques and practices

B. Cell

1. Role of the cell in the living processes
2. Structure of the cell
3. Kinds of tissues
4. Difference between plant and animal cells

C. Reproduction

1. Asexual and sexual reproduction through plants and animals
2. Fertilization and growth
3. Cell division

D. Heredity

1. Mendel's experiments and results
2. Dominant and recessive traits
3. Genetic material
4. Inherited traits in humans
5. Applied genetics through inbreeding and hybridization
6. Natural selection
7. Variation of species
8. Diversity of life
9. Adaptation

E. Plants

1. Classification from simple to complex
2. Structure and function of vascular and nonvascular plants
3. Plant behavior, such as tropism
4. Unique plants, such as carnivorous plants
5. Growth and development of seed plants
6. Man's use of plants

F. Animals

1. Classification from simple to complex
2. Structure and function of major phyla
3. Growth and development
4. Behavior, such as instinct and biological clocks
5. Anatomy of the earthworm, crayfish, and frog

G. Human biology

1. Body organized by systems
2. Body controls
3. Sense organs
4. Movement and support
5. Transport and gas exchange
6. Digestion and excretion
7. Body regulators
8. Causes and prevention of diseases
9. Substance abuse effects and choices

H. Nutrition

1. Role of carbohydrates, fats, proteins, vitamins, minerals, and water in the diet
2. Need for a variety of foods
3. Metabolism of food
4. Balancing food intake with body needs

I. Environmental relationships

1. Interrelationship between plants and animals
2. Ecological food chain, food web, and pyramid
3. Terrestrial, freshwater, and marine biomes
4. Ecosystems
5. Population dynamics
6. Concepts and practices of wildlife management
7. Pollution problems
8. Protecting the environment

BIOLOGY I: COLLEGE PREPARATORY
BEDS Code: 463
Acceptable Certification Codes: 12, 14

I. COURSE OBJECTIVES

This course is designed to give students a sound background in biological principles using the phylogenetic approach. In small schools it will be the only course offered in biology and must be for all students. In this case, it must serve as a college-preparatory course for average or above-average students planning to take chemistry and physics, as well as for those seeking a vocational career. Laboratory and field activities are an essential aspect of this course.

Some teachers may prefer to use the phylogenetic approach with their Biology II students and the systems approach with their Biology I classes. These methods of teaching biology may be interchanged. Make certain that the same approach is not used for both Biology I and Biology II.

II. COURSE CONTENT

A. Nature of biology

1. Methods of scientific investigation
2. Branches of biology
3. Inquiry techniques used by famous biologists
4. SI units
5. Laboratory safety techniques and procedures

B. The cell as the basis of life

1. Characteristics of living organisms
2. Function and structure of cells
3. Osmosis and diffusion
4. Growth and repair
5. Various means of reproduction (mitosis)

C. Continuity of life through genetics and heredity

1. Individual characteristics determined by heredity and environment
2. Mendel's laws of heredity
3. Pure-lines and hybrid crosses
4. Mutations and genetic changes
5. Sex-linked characteristics
6. Process of meiosis
7. Applied genetics in plants and animals
8. Natural selection
9. Diversity of life
10. Changes through convergent and adaptive radiation
11. Comparative body structures of different animals and plants

D. Taxonomy

1. Purpose, usefulness, and mechanism of taxonomy
2. Characteristics and survey of major phyla in the kingdoms from simple to complex
3. Dichotomous key

E. Protist kingdom

1. Basic structure of viruses
2. Diseases caused by viruses
3. Basic bacterial shapes
4. Diseases caused by bacteria
5. Functions of bacteria
6. Ecological niche of common protozoans and algae as well as several types of fungi

F. Plant kingdom

1. Characteristics of major groupings
2. Process of photosynthesis

    3. Structure and function of roots, stems, and leaves
    4. Structure and function of flowers, fruits, and seeds
    5. Economic importance of the plant kingdom

G. Animal kingdom

    1. Characteristics and ecological niche of representatives of the phyla Coelenterata, Porifera, Platyhelminthes, Nematoda
    2. Anatomy of the earthworm as representative of the phylum Annelida
    3. Anatomy of the crayfish as representative of the phylum Arthropoda
    4. Economic importance and control of Arthropods
    5. Anatomy of the frog as representative of the subphylum Vertebrata
    6. Characteristics of fishes, amphibians, reptiles, birds, and mammals
    7. Animal behavior

H. Human body

    1. Skeletal system
    2. Muscular system
    3. Digestive system
    4. Circulatory system
    5. Respiratory system
    6. Excretory system
    7. Endocrine system
    8. Nervous system
    9. Reproductive system
    10. Nutrition and metabolism
    11. Substance abuse choices and effects

I. Ecological relationships

    1. Abiotic and biotic factors of different biomes
    2. Ecological pyramids and cycles
    3. Animal adaptations of different biomes
    4. Soil and water conservation
    5. Forest and wildlife resources and management
    6. Pollution problems and controls

BIOLOGY II
BEDS Code: 464
Acceptable Certification Codes: 12, 14

I. COURSE OBJECTIVES

An advanced level course designed for above-average college-bound students that have completed Biology I, Chemistry I, and Physics or are taking Physics concurrently. A systems approach is recommended in order to give students an in-depth understanding of biological principles. This should be taught as a laboratory-oriented course with emphasis on independent student research projects.

II. COURSE CONTENT

A. Nature of biology

1. Methods of biological investigation
2. Role of the early biologist in developing the scientific method
3. Laboratory safety techniques and use of equipment

B. Structural basis of life

1. Atomic structure
2. Covalent and ionic bonding
3. Chemistry of basic organic compounds
4. Carbohydrates, proteins, and lipids
5. Chemical reactions
6. Structure and functions of enzymes
7. Structure and functions of eukaryotic and prokaryotic cells
8. Survey of major phyla in five kingdoms

C. Bacterial cells

1. Morphology and structure of bacterial cells
2. Methods of bacterial classification
3. Enzymes and their regulations of bacterial metabolism
4. Fundamental principles of energetics

D. Genetics

1. Processes of mitosis and meiosis
2. Heredity based on Mendelian genetics
3. Basis of sex determination
4. Complex inheritance patterns and lethal types
5. Regulation of gene action
6. Genetics revealed by immunoglobulin diversity
7. Population genetics
8. Natural selection

E. Anatomy and physiology systems approach

1. Process of reproduction through hormonal control
2. Processes of growth and development
3. Patterns of nutrition and digestion
4. Gas exchange system
5. Animal transport
6. Defenses against disease
7. Excretory system with balance of body fluids
8. Nervous system, including sense organs
9. Muscles and skeletons
10. Behavior patterns

F. Vascular plants

1. Processes of photosynthesis
2. Cellular respiration
3. Growth and development of plants
4. Hormonal integration in plants
5. Transpiration

G. Man and the environment

1. Biosphere
2. Ecosystems and communities
3. Populations
4. Adaptations for obtaining food
5. Control of environmental problems
6. Future role of genetic engineering

*ADVANCED PLACEMENT BIOLOGY
BEDS Code: 470
Acceptable Certification Codes: 12, 14

The complete outline for advanced placement may be obtained by writing:

The College Board
Southern Regional Office
17 Executive Park Drive, N.E., Suite 200
Atlanta, Georgia 30329

CHEMISTRY I: GENERAL/APPLIED
BEDS Code: 465
Acceptable Certification Codes: 12, 15

I. COURSE OBJECTIVES

This course is designed for students taking vocational courses, planning to attend technical colleges, or planning to enter the work force upon graduation from high school and desire an introduction to chemistry. Basic principles will be correlated with practical applications of chemistry in trades, industry, and health-related fields complemented with laboratory activities.

II. COURSE CONTENT

This course should be structured around applications of chemistry concepts used by local industries, trades, agribusinesses and health-related fields. Every attempt should be made to correlate these topics with applications found in the community through laboratory activities and demonstrations. This will enable students to gain an understanding of how the applied concepts associated with chemistry are used locally.

A. Practical Applications

1. Investigate the method used to refine petroleum products.
2. Detemine the method used to manufacture soaps and detergents.
3. Analyze the processes used in the production of natural and synthetic fibers.
4. Investigate the method used to manufacture natural and man-made building products.
5. Determine the processes used to manufacture glass.
6. Analyze the processes used in making oil- and latex-based paints.
7. Investigate the processes involved in making paper.
8. Develop prints using the photographic process.
9. Conduct tests for carbohydrates, fats, and proteins in food.
10. Analyze the fermentation process of cider changing to vinegar and sugar changing to alcohol.
11. Investigate the processes used in refining sugar.
12. Prepare cold cream or hand lotion.
13. Investigate the processes used in permanent wave solutions.
14. Analyze metabolism in the process of nutrition.
15. Determine the action of cleaning agents and water softeners.

B. Principles

1. Introduction to chemistry
    a. Experimental nature of science
    b. Metric measurement systems and techniques
    c. Physical and chemical properties and changes of matter
    d. Classes of matter
    e. Laboratory procedures of safety, collection, and recording of data

2. Basic chemistry
    a. Properties of protons, neutrons, and electrons
    b. Orderly arrangement of the periodic table
    c. Types of chemical bonding
    d. Balancing simple equations as an example of conservation of mass
    e. Composition, decomposition, and replacement reactions
    f. Electroplating as an example of the activity series
    g. Automobile storage battery as an example of oxidation-reduction

3. Acids, bases and salts
    a. Formation of salts
    b. pH, titration, and end point
    c. Salt formation in the nitrogen cycle and in the chemistry of the sea
    d. Soil pH changes with fertilizer
    e. Water cycle
    f. Distillation and deionization of water

4. Nuclear reactions
    a. Radioactive decay series and half life
    b. Fission and fusion
    c. Shielding and waste disposal
    d. Uses of radioactivity in medicine, energy, and dating

CHEMISTRY I: COLLEGE PREPARATORY

BEDS Code: 465
Acceptable Certification Codes: 12, 15

I. COURSE OBJECTIVES

Chemistry is a sequential development of major principles that should be complemented with a well-correlated student laboratory program emphasizing mathematical problems. This course is designed for students with average or above-average capabilities preparing to attend college, or planning on technical training, as well as for those seeking a career in industry.

II. COURSE CONTENT

A. The Nature of chemistry
    1. Scientific methods used by chemists
    2. Historical development of modern chemistry
    3. Laboratory safety techniques
    4. Collection, interpretation, and display of laboratory data

B. Measurements and computing
    1. SI units
    2. Accuracy and precision in measuring devices and significant digits
    3. Interpretation of graphs, charts, and tables
    4. Scientific notation and dimensional analysis

C. Symbols and formulas
    1. Empirical formulas
    2. Molecular formulas

D. Atomic structure

E. Chemical periodicity

F. Chemical bonding
    1. Theories of bonding
    2. Electronegativities of elements
    3. Shapes of molecules

G. Equations and stoichiometry

1. Mole calculation
2. Percent composition
3. Mass, volume, and mole relationship in chemical reactions

H. Chemical energy

1. Enthalpies of formation
2. Exothermic and endothermic reactions
3. Energy transformation with changes in state
4. Hess's law

I. Gases, liquids, and solids

1. Absolute and Kelvin temperature scales
2. Kinetic molecular theory
3. Charles', Boyle's, Dalton's, and Graham's laws
4. Avogadro's principle

J. Solutions and electrolytes

1. Concentration units
2. Strong and weak electrolytes
3. Colligative properties

K. Acids and bases

1. Properties of acids, bases, and salts
2. Strengths and nomenclature of acids and bases
3. Equations for acid/base reactions
4. pH of common substances
5. Use of indicators

L. Oxidation-reduction reactions

1. Oxidation numbers
2. Balance equations
3. Voltaic and electrolytic cells

M. Chemical kinetics

1. Rate of reactions
2. Collision theory

N. Chemical equilibrium

1. Dynamics of equilibrium
2. Equilibrium constant
3. Solubility product constant
4. Le Chatelier's principle

O. Organic chemistry (optional)

1. Structural and chemical formulas for organic family members with less than twelve carbon atoms
2. Balance equations for combustion, hydrogenation, cracking, polymerization, and chlorination of hydrocarbons
3. Structural formula . for alcohols, ethers, aldehydes, ketones, carboxylic acids, and esters

P. Biochemistry (optional)

1. Physical and chemical properties of carbohydrates, fats, and proteins
2. Metabolism of glucose in the muscles of the body

Q. Radioactivity

1. Mass, charge, penetrating ability of radioactive particles
2. Fission and fusion reactions
3. Balancing nuclear equations
4. Uses in medicine, energy, and dating

CHEMISTRY II
BEDS Code: 466
Acceptable Certification Codes: 12, 15

I. COURSE OBJECTIVES

This course is designed for above-average college-preparatory students who have completed Biology I, Chemistry I, and have taken or are taking Physics concurrently. It is an in-depth study of chemical principles with appropriate laboratory activities enhancing the content. An important aspect of this course should be an emphasis on independent student research projects. Mathematical capabilities are essential.

II. COURSE CONTENT

A. Nature of chemistry

1. Historical development of modern chemistry regarding atomic theory and structure
2. Methods and techniques of chemists
3. Laboratory safety techniques

B. Measurements and symbols

1. Formulas
2. Balancing equations

C. Mathematics of chemistry

1. Empirical formula from percent composition
2. Moles and mass-mass yields from equations
3. Numbers of atoms of an element and mass from Avogadro's number

D. Atomic structure and chemical periodicity

1. Isotopic distribution from atomic weight
2. Electronic energy levels related to atomic spectra
3. Spectroscopic (spdf) shorthand terms for electronic arrangement
4. Characteristics of hydrogen
5. Periodic relationships of atomic radii, ionization energies, electronegativities, and oxidation states

E. Bonding

1. Types of bonding related to the periodic chart
2. Polarity from electronegativity values
3. Lewis structures
4. Shapes of representative molecules
5. Valence bond approach to bonding

F. Thermochemistry

1. Enthalpy change in chemical reactions
2. Heat of formations
3. First law of thermodynamics

G. Behavior of gases

1. Equations for state of gases
2. Barometer and manometer measurements
3. Gas behavior in terms of kinetic theory

H. Matter and energy relationships

1. Equilibrium states
2. Energy required for heat of fusion, specific heat, and heat of vaporization during phase changes
3. Second law of thermodynamics

I. Solutions and electrolytes

1. Role of hydrogen bonding in solubility of polar substances
2. Ion formation in aqueous solutions
3. Molarity and molality of solutions
4. Colligative properties

J. Chemical kinetics

1. Factors that determine rate of reactions
2. Collision theory explaining rate of reactions

K. Oxidation-reduction reactions

1. Oxidizing and reducing agents identified in redox equations
2. Balancing redox equations
3. Redox reaction applications in gravity, lead storge, and Leclanche dry cells

L. Equilibrium state of chemical reactions

1. Equilibrium constant for given reactions
2. Le Chatelier's principle in predicting equilibrium
3. Calculations involving reactions at equilibrium

M. Acid-base reactions

1. Types of reactions
2. Titration and buffers
3. Acid-base theories

N. Organic chemistry

1. Structural and chemical formulas for alkanes, alkenes, alkynes, and aromatic compounds
2. Names, structural formulas, chemical formulas, and formation of alcohols, ethers, aldehydes, ketones, carboxylic acids, and esters
3. Structural, geometric, and optical isomers
4. Balanced equations for combustion, hydrogenation, cracking, polymerization, and chlorination of hydrocarbons

O. Nuclear chemistry

1. Mass, charge, relative ionization, and penetrating ability of radio active particles and rays
2. Balanced nuclear equations for decay series, fusion, and fission
3. Absorbers and distance (inverse square law) to reduce radiation
4. Half-life applications

***ADVANCED PLACEMENT CHEMISTRY**
BEDS Code: 471
Acceptable Certification Codes: 12, 15

The complete outline for advanced placement may be obtained by writing:

The College Board
Southern Regional Office
17 Executive Park Drive, N.E., Suite 200
Atlanta, Georgia 30329

PHYSICS
BEDS Code: 467
Acceptable Certification Codes: 12, 16

I. COURSE OBJECTIVES

This is a college-preparatory course covering the classical, as well as modern, topics in physics. Appropriate laboratory activities should be coordinated with the course content so that students grasp the experimental nature of science. Mathematical capabilities are essential.

II. COURSE CONTENT

A. Introduction to physics

1. Scientific methods used by physicists
2. Contributions made by key physicists
3. Laboratory safety techniques
4. Collection, interpretation, display of laboratory data

B. Measurements and computing

1. SI units
2. Exponential notation and significant figures
3. Graphical analysis and error analysis
4. Mass, weight, and inertial mass

C. Mechanics

1. Uniform, average, and instantaneous velocity
2. Vector addition by polygon and component methods
3. Uniformly and gravitationally accelerated motion
4. Projectile and satellite motion
5. Newton's first, second, and third laws of motion and law of universal gravitation
6. Weightlessness and artificial gravity
7. Frames of reference
8. Equilibrium, center of gravity, and center of mass
9. Static and kinetic friction
10. Elastic and inelastic collisions in the first and second dimensions
11. Conservation of potential and kinetic energy
12. Work and simple machines
13. Power and horsepower
14. Analogy between linear and rotational motion
15. Centripetal force
16. Dynamics of planetary motion
17. Gyroscopes and tops

D. Harmonic oscillations and wave motion

1. Hooke's law, spring constant, and restoring force
2. Transverse and longitudinal waves

3. Graphical representation of wave length, frequency, and wave speed
4. Constructive and destructive interference
5. Reflection, refraction, and diffraction of waves

E. Sound

1. Sonic spectrum
2. Properties of longitudinal waves
3. Speed of sound waves in solids, liquids, and gasses
4. Sound transmission in a vacuum compared to air
5. Resonance in open and closed tubes
6. Graphic representation of sound waves
7. Doppler effect

F. Light and optics

1. Wave theory
2. Electromagnetic spectrum
3. Speed of light
4. Reflection and refraction of plane, concave, and convex mirrors
5. Refraction of concave and convex mirrors
6. Diffraction, interference, and polarization
7. Snell's law
8. Applied optics of cameras, telescopes, microscopes, and Spectroscopes

G Color

1. Dispersion by a prism
2. Primary and secondary colors of the pigmatic and prismatic systems
3. Transmission filters and grating
4. Identification of elements by spectroscopic analysis
5. Operation of a laser and holographic techniques

H. Thermodynamics

1. Temperature scales and thermal effects
2. Heat capacity and specific heat
3. Heat transfer equations, units of heat, and R-values
4. Volume, pressure, and temperature changes using Boyle's law and Charles' law
5. Ideal and real gases

I. Electricity and electromagnetism

1. Properties of two kinds of charges
2. Insulators and conductors
3. Coulomb's law
4. Sources of current electricity
5. Dry cells and resistors in series and parallel
6. Ohm's law applied to simple circuits
7. Relationship between potential difference and work
8. Magnetic field and the earth's magnetic field

    9. Induced EMF
    10. Operation of a D.C. motor
    11. Alternating current circuits and transformers

J. Atomic physics

    1. Bohr model
    2. Uncertainty principle
    3. Quantum mechanics
    4. Duality of light

K. Nuclear physics

    1. Characteristics and types of radioactivity
    2. Radioactive decay series
    3. Fission and fusion
    4. Nuclear reactors, particle detectors and accelerators
    5. Radioisotopes
    6. Shielding and waste disposal

L. Relativity, astrophysics, and cosmology (optional)

    1. Special and general theory of relativity
    2. Life and death of stars
    3. Radio astronomy
    4. Neutron stars, pulsars, black holes, and white dwarfs
    5. Big bang theory
    6. Classification of galaxies

ADVANCED PLACEMENT PHYSICS

***ADVANCED PLACEMENT PHYSICS**
BEDS Code: 472
Acceptable Certification Codes: 12, 16

The complete outline for advanced placement may be obtained by writing:

The College Board
Southern Regional Office
17 Executive Park Drive, N.E., Suite 200
Atlanta, Georgia 30329

***MARINE SCIENCE**
BEDS Code:
Acceptable Certification Codes: 12, 14, 15

I. COURSE OBJECTIVES

This course is designed to promote awareness of coastal and marine systems, to include physical and chemical properties, living systems, and interrelationships. The course should provide opportunities for student participation in research, experimentation, field study, and decision-making. It should be available to all students in grades 10-12 as an elective.

II. COURSE CONTENT

A. Water

1. Properties: chemical and physical
2. Fresh and saltwater sources and movement

B. The ocean's physical features

1. Geology: ocean floor, movement
2. Waves, currents, tides
3. Chemistry of sea water
4. Minerals
5. Impact on climate: hurricanes, typhoons, winds

C. Marine ecosystems

1. Food chains
2. Marine plants
3. Plankton
4. Marine animals
5. Shells and fossils
6. Bioluminescence
7. Bioacoustics
8. Biodeterioration

D. Coastal ecosystems

1. Changes along the coast
2. Energy flow-through systems
3. Pyramids of population and mass
4. Beach dune systems
5. Maritime forest systems
6. Marshes and estuaries
7. Upland systems
8. Freshwater wetlands

E. Human interaction

1. Energy from the sea
2. Offshore mining and oil
3. Seafood industry
4. Recreation
5. Research
6. Ocean dumping and pollution

7. Beach erosion
8. Coastal development
9. Conservation
10. Marine law and international interrelationships

SOCIAL STUDIES

Opportunities in the social studies area are many and varied. No one course is a prerequisite for the other, although sequential study would be beneficial. Students should choose courses that will best suit their individual needs within the framework of future plans. (The Defined Minimum Program for South Carolina School Districts provides that students must take one full unit in United States History and Constitution, a semester in economics, a semester in American Government, and an additional elective unit in social studies as prerequisites to high school graduation.)

CIVICS
BEDS Code: 444
Acceptable Certification Codes: 20, 21, 25

I. COURSE OBJECTIVES

Civics is designed primarily for ninth grade students, and it may be taught either one or two semesters. The course should stress the importance of government and the relationship of its work to the people, the value of compromise in preserving freedom and diversity, the duties and responsibilities of citizenship in the United States, and the importance of the widest possible participation of our citizens in public affairs. A good civics course is a good foundation for the future study of American Government at the upper grade levels.

II. COURSE CONTENT

A. The rights and duties of individuals with emphasis upon the participating citizen--the student himself.

B. The need for law, the necessity for identifying social problems causing crime and violence.

C. An understanding of civil law, criminal law, family law, juvenile law, consumer law, and the rights of all citizens.

D. The impact of foreign policies and governments upon our way of life and how we react to them.

E. The impact of current events upon citizens and how we react to them.

F. An application of consumer economics factors upon citizens (i.e., purchasing power, insurance, installment buying, advertising, and credit).

G. The use of natural resources and the effects of conservation of these resources on citizens.

H. Home and family life as factors in a democratic society.

I. Preparing students to be citizens of the twenty-first century.

WORLD GEOGRAPHY
BEDS Code: 443
Acceptable Certification Codes: 20, 24

I. COURSE OBJECTIVES

World Geography is designed for all students, preferably to be taught in grades nine and ten for either one or two semesters. The course should (1) describe the ways in which cultures have used their environments and resources and the ways in which human activity has modified the physical environment; (2) identify major features of the physical and cultural landscape and recognize physical and cultural processes which have contributed to regional characteristics and patterns; (3) recognize that natural elements (i.e., climate, landforms, vegetation, etc.) have multiple uses and that the perception and use of these elements change as the using culture changes. Students should have opportunities to apply decision-making skills to geographic issues and problems on earth and in space, as well as gather and analyze data about the human and physical patterns on the earth's surface and the relationship between these elements.

II. COURSE CONTENT

A. A study of the physical and political patterns of the earth with emphasis on the necessity for understanding man and his relationship to them.

B. The study of maps and globes, and their indispensability as an atlas to keep abreast of physical and political changes.

C. An intensive study of world population patterns with appreciation of the approach for remedying the poverty caused by overpopulation.

D. The geography of the city and the place of geography in solving the problems of the urban age.

E. A study of the regional concept of geography as applied to major culture areas of the world.

F. The continuing interdependence of nations and the necessity for world trade as keys to peace and prosperity.

G. The place of technology in locating and utilizing the resources of the earth, especially in industry and agriculture.

H. The study of climates and their effects on vegetation and population.

I. The problems of underdeveloped countries and the promise offered by education.

J. The growing importance of conservation of all resources, physical and human.

ECONOMICS (½ Unit Required)
BEDS Code: #46
Acceptable Certification Codes: 20, 23, 40, 44

I. COURSE OBJECTIVES

Although it is permissible to teach economics in the ninth, tenth, eleventh, or twelfth grade, it is most adaptable for students in grade eleven or twelve. The course should stress the economic system of the United States, the wiser use of personal resources, the ten major economic concepts, and the influence of events worldwide on the national economic picture.

II. COURSE CONTENT

A. The historical background with emphasis on the necessity for studying economics.

B. Production and consumption of economic goods, and laws governing these.

C. The types of business organizations, how they are determined, and the government's growing regulatory role.

D. The function of exchange; types of money, monetary systems, banks and banking; determination of prices, necessity for savings, dangers of inflation; and function of the Federal Reserve System.

E. Public finance at the local, state, and national levels with understandings of control (who?), sources (where?), and distribution of revenue (what?).

F. The American economy as compared with its competitors, with special emphasis on how American capitalism compares with communism in serving the people; other experiments in economic and social planning.

G. Personal or consumer economics and the role it plays in credit, banking, insurance, standard of living, economic security, obtaining a home, education, and taxation.

H. Economic issues evolving from labor-management relations, automation, agriculture, land costs, world trade, and population explosion.

I. The threats to free enterprise, emphasizing current economic trends.

AMERICAN GOVERNMENT (½ Unit Required)
BEDS Code: 445
Acceptable Certification Codes: 20, 25

I. COURSE OBJECTIVES

American Government should be designed to meet the needs of the average, above-average, and college-bound student, and is best taught at the eleventh or twelfth grade. Emphasis should be placed on the structure and operation of local and state governments; the study of institutions, people, processes, policies, and powers at the national, state, and local levels; the methods of changing society within the democratic framework; and the process by which laws are created, applied, and interpreted in a democratic society.

II. COURSE CONTENT

A. The need for government in an organized society and the development of the American system with the formalizing of basic goals into a written constitution.

B. The complexities of the American national government with emphasis upon political parties, elections, public opinion, public pressures, and the necessity for a careful study before making decisions.

C. Policy-making processes with special attention on foreign policy, national security, education, health, crime, housing, transportation, and communication.

D. The understanding of basic legal issues and concepts.

E. The administration of the federal government through the presidency, federal agencies, and the growth of the civil service.

F. The states as members of the federal system with emphasis upon their limitations and states' rights, along with the growing complexities of government at state and local levels.

G. The economic powers of national government, its growing federal debt, the raising and spending of funds, its regulatory powers in business and labor.

H. The aids and controls exercised by the government in agriculture, conservation of natural resources, and other areas of our national life.

I. The need for a well-educated citizenry and responsible political leadership at the local, state, and national levels.

J. Case analyses and problems for students' decision-making as participating citizens in the American system.

COMPARATIVE GOVERNMENT

BEDS Code: 449
Acceptable Certification Codes: 20, 21, 25

I. COURSE OBJECTIVES

The course is designed for college-preparatory students and others with average or above-average capabilities. Comparative Government may be taught for either one or two semesters in grades ten through twelve. The course should compare and contrast the ways different societies govern themselves, help students recognize how conflict occurs in all societies, how that conflict is accommodated in different governmental systems, and how international conflict may be decreased or resolved.

II. COURSE CONTENT

A. An understanding and detailed analysis of democratic and totalitarian ideologies as theoretical concepts and applied phenomena.

B. A comparative study of representative political systems, especially as applied to the United States, former Fascist Germany and Italy, the Soviet Union, the People's Republic of China, and authoritarian governments in Africa and Asia.

C. An analysis of historical influences on ideological development.

D. A study of the economic organization of the United States as compared to that of totalitarian countries.

E. The developing economics of Africa, Asia, and Latin America with emphasis on the competition between democratic and totalitarian governments to aid these countries.

F. A detailed study of the individual and his role with respect to the democratic ideal, equality of opportunity, humanitarianism, progress, majority role, protection of minority groups, and freedom of dissent.

G. A critical study of the characteristics of propaganda with the inquiry method being applied to the evaluation of evidence, distinguishing fact from opinion, and primary sources of material from secondary accounts.

H. A study of international policies.

I. A look at the future with opportunities for expression and evaluation by each student.

POLITICAL SCIENCE

BEDS Code: 450
Acceptable Certification Codes: 20, 21, 25

I. COURSE OBJECTIVES

Political Science is designed for students from grades ten through twelve and may be taken in either one or two semesters. The course embraces the study of (1) political philosophy and dynamics, and (2) basic political concepts including authority, power, responsibility, justice, democracy, and participation. Students should have the opportunity to gather, organize, analyze, interpret, and evaluate information in order to generalize about our political system.

II. COURSE CONTENT

A. The history of political institutions originating with Greece, with emphasis upon the contributions of the philosophers.

B. The art of political analysis as applied to public opinion.

C. The application of the "mode of inquiry" to present-day problems.

D. Political scientists at work in the field of foreign policy.

WORLD HISTORY

BEDS Code: 441
Acceptable Certification Codes: 20, 21

I. COURSE OBJECTIVES

World History is designed primarily for tenth grade students and should be taught two semesters. The course should develop for the student an appreciation of the world as a whole rather than as isolated nations and civilizations, an awareness of the continuity of history and the process of historical cause and effect, and an appreciation of the ideologies, religions, and cultural contributions made by various civilizations.

II. COURSE CONTENT

A. The influence of geography on history and how man has transformed or modified his environment; geography as the key to places and cultures.

B. The significance of maps, globes, charts, and other aids in the interpretation and understanding of events.

C. The primary sources of history to determine the contributions of early man.

D. The river valley civilizations dating from about 6000 B.C. to 400 B.C. and the beginnings of Indian and Chinese civilizations from about 3000 B.C. to 1000 B.C.

E. The classical world and its significance from about 1200 B.C. to 500 A.D.

F. A comparative study of the world's great religions and their influence on history.

G. The study of feudalism and its place in the stucture of the Middle Ages.

H. The Renaissance, the Age of Discovery, the Industrial Revolution, and the Age of Nationalism.

I. Analysis of the world's culture areas (omitting the United States as this is studied in detail in the eleventh grade).

J. Problems growing out of Western imperialism, World War I, World War II, Korean Conflict, and Vietnam Conflict with challenges for the present and future.

UNITED STATES HISTORY AND CONSTITUTION (1 Unit Required)

BEDS Code: 442
Acceptable Certification Codes: 20, 21

I. COURSE OBJECTIVES

United States History and Constitution is designed for eleventh grade students. It should help students realize that history is a series of interrelated events, and help them develop an understanding of the cause and effect relationships, as well as identify recurring historical concepts such as conflict, change, peace, nationalism, and migration, and recognize that history affords the opportunity to learn from one's past.

II. COURSE CONTENT

A. A study of the Colonial Period with emphasis on our European backgrounds and the struggle for a continent among European rivals with England's triumph and resultant inability to govern.

B. The creation of a new nation as a result of British-American differences, the Articles of Confederation, and the creation of the Federal Union with the Constitution of the United States as its cornerstone.

C. A comprehensive study of the United States Constitution.

D. The expanding nation with its diverse interests reflected in the industrial North, the plantation system and "cotton kingdom" of the South, the westward movement as part of "manifest destiny," and the growth of democracy and political parties.

E. The Divided Nation, the challenges of sectionalism with resultant test of the Federal Union.

F. The reunion and rebuilding of the nation with the restoration of the South to the union, followed by the conquest of the Indians, the rise of big business, the rivalry of farmers against big business practices, and the organization of labor unions to gain reforms.

G. The new prestige of the new United States in international affairs as a result of the Spanish-American War.

H. The reform movements of the late nineteenth and early twentieth centuries, followed by Wilson's "new freedom."

I. The involvement of the United States in the first World War, the "Golden Twenties," the Great Depression, and the New Deal with new experiments in government.

J. The second World War sounding the end of isolation, the advance of technology, and the challenges facing America in an uneasy world.

K. The Civil Rights legislation, the Korean Conflict, the Cuban Crisis, the conflict in Vietnam, problems of space, race, crime, inflation, and law and order.

WESTERN CIVILIZATION
BEDS Code: 448
Acceptable Certification Codes: 20, 21

I. COURSE OBJECTIVES

Western Civilization is designed as a semester course for college preparatory students. The course should enable the student to interpret the development of mankind by explaining man's adventures through the ages. It should emphasize the cultural approach to history, help the student realize that history is a series of interrelated events, and develop an understanding of the cause and effect relationships in history.

II. COURSE CONTENT

A. A survey of the foundations of organized society and prehistoric man as reflected in its Near East origins.

B. The study of the Ancient World, especially that of the Near East, with the causes of the rise and fall of empires in Egypt and the Fertile Crescent.

C. An in-depth study of Greek civilization with emphasis on ideals which became an integral part of Western civilization.

D. The Rise of Rome--from Republic to Empire; the Rise of Christianity--its impact on the world; the Fall of Rome succeeded by the Successor States of the West.

E. The Rule of the Byzantine and Muslim Empire with emphasis upon Arab culture, the origins and impact of Islam.

F. The changing political, social, religious, and economic structure of the Middle Ages in medieval western civilization as reflected in feudalism, the Renaissance, the Reformation, the rise of national states, and the concept of the absolute monarch as contrasted with the limited monarch.

G. The beginnings and growth of the modern world as reflected in the overseas expansion of Europe, new concepts of liberty with imperial competition of colonies, the breakdown of old regimes, the breakthrough of expanding knowledge, and the triumph of the middle class.

H. The Nineteenth Century with its emphasis upon nationalism, the Industrial Revolution, liberalism, democracy, imperialism, enlightenment, causes leading to world wars, and the decline of prestige.

I. The Twentieth Century in its quest for security, the rise of totalitarianism, global wars, the formation of new nations, the United Nations, the Cold War, and contemporary problems with the surge of the common man.

SOCIOLOGY
BEDS Code: 451
Acceptable Certification Codes: 20, 27

I. COURSE OBJECTIVES

Sociology is designed for the average and above-average student in grades eleven and twelve and may be taught for one or two semesters. The student should learn to (1) differentiate between the various elements of culture, i.e., beliefs, values, traits, norms, and other universals; (2) recognize that changes within a culture may be brought about through a variety of factors; (3) describe how people are influenced by and must adjust to the social institutions which they encounter in society; and (4) recognize problems caused by social/economic status and/or social/ethnic groups in rural and urban areas.

II. COURSE CONTENT

A. People learn all characteristically human behaviors through group interactions.

B. Man is by nature a gregarious creature; to understand him, one must understand the various groups with which he associates.

C. Every society develops a culture of its own even though some of the ideas are borrowed from other cultures.

D. The culture provides the norms--"the rules of the game"--by which social life is structured.

E. Individual lives are affected by the population's size, rate, growth, and age and sex distribution changes.

F. All members of a society are ranked into levels of prestige and power which are called social classes.

G. Man's social relationships and behaviors are affected by his spatial distribution in geographic space.

H. All societies develop social institutions which may be defined as complex sets of folkways, mores, and laws which are integrated around the major functions (or needs) of society.

I. All societies are in constant change.

J. No society is completely harmonious; some form of social disorganization is present in all societies.

PSYCHOLOGY
BEDS Code: 447
Acceptable Certification Codes: 20, 26

I. COURSE OBJECTIVES

Psychology is designed for students at the eleventh and twelfth grade levels and may be taught for one or two semesters. Students should learn to identify those factors which influence the formulation of an individual's self-concept, recognize that no two people are exactly alike in personality, that attitudes affect behavior, that the basic scientific methods of psychological inquiry (hypothesis, experimentation, observation, and testing) are utilized to analyze human behavior, and identify major developments in the history of psychology.

II. COURSE CONTENT

- A. Application of the scientific method to problems of human behavior.
- B. Psychology as an explanation of mental and emotional health and as an aid in correcting faults and weaknesses.
- C. Psychology is an aid in motivation and learning.
- D. Learning what psychology is not intended to do.
- E. Fundamentals of behavior and techniques for measuring personality.
- F. Biological foundations of behavior.
- G. Environment as a factor in behavior, personal and mass.
- H. Psychology as an aid in love and marriage.
- I. Psychology as an aid and antidote for the ills of society, such as prejudice and extremism.
- J. Field trips to mental health centers and institutions.

***ADVANCED PLACEMENT HISTORY: AMERICAN HISTORY**
BEDS Code: 440
Acceptable Certification Codes: 20, 21

***ADVANCED PLACEMENT HISTORY: EUROPEAN HISTORY**
BEDS Code: 439
Acceptable Certification Codes: 20, 21

The complete outline for advanced placement may be obtained by writing:

The College Board
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